

# MAGDALEN COLLEGE SCHOOL

## BEHAVIOUR POLICY

Statutory policy – biennial  
review

Including Policy on the Use of Force to Restrain Students

**GOVERNORS' EDUCATION & WELFARE COMMITTEE**

<b>Date next due for review by committee</b>	<b>Reviewed by committee</b>	<b>Any Changes YES/NO</b>	<b>Approved by Committee</b>
	Nov 2009	Yes	2 Dec 2009 (FGB)
Nov 2010	Nov 2010	No	n/a
Nov 2011	Nov 2011	No	n/a
Nov 2012	Nov 2012	Yes	n/a as only web link added
Nov 2013	12 Nov 2013	No	n/a
Nov 2014	3 Feb 2015	Yes (minor)	n/a
Nov 2015	29 Jan 2016	Yes (minor)	n/a
Nov 2017	16 Jan 2018	Yes	16 Jan 2018
Jan 2020			

## **Behaviour Policy Statement of Principles**

It is a statutory requirement that the Governors produce a statement of principles which reflect a commitment by the school to:

- Improve outcomes for all students
- Eliminating discrimination, harassment and bullying
- Promoting equality of opportunity
- Promoting the welfare of students
- Promoting good relations
  - Across the whole school community
  - Within the local community
- Ensuring that vulnerable students (e.g. DSEN, mental health needs, looked after) receive behavioural support according to their need

Statement from the Governors:-

The Governors at MCS believe that the following principles should inform the Behaviour Policy:

1. Respect and consideration for others and good manners will be central to our policy
2. All members of the school currently have the right to work and learn in an atmosphere which is conducive to effective learning, and the responsibility to ensure that others are able to do so too
3. Good teaching that stimulates, challenges and supports students provides the best incentive for them to have good attendance and to behave well
4. Positive behaviour management techniques and the use of rewards will be promoted at all times as this is more effective in promoting good behaviour than the use of sanctions
5. Rewards and sanctions must be used consistently across the school but should be used responsively to the needs of individual students and situations
6. Every student is entitled to support to behave well, differentiated where necessary to meet individual needs
7. Expectations of students' behaviour and of dress should be consistent across the school and understood by all
8. The school is committed to promoting social and educational inclusion, and will strive to eliminate all forms of discrimination, harassment and bullying.
9. The school is committed to strengthening and developing the partnership between the student, their parents or carers and the school to ensure its maximum effectiveness
10. Each member of the community must be valued as an individual, but not to the extent that this impinges on the learning of the majority

These principles are supported by the following understanding of the rights and responsibilities of the school, its students and their parents:

## Rights and responsibilities

<b>THE SCHOOL</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To make clear the school's statutory power to discipline students and that students and parents will need to respect this</li> <li>• To enforce their school behaviour policy – including rules and disciplinary measures</li> <li>• To expect students' and parents' cooperation in maintaining an orderly climate for learning</li> <li>• To expect students to respect the rights of other students and adults in the school</li> <li>• Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution</li> <li>• To take firm action against students who harass or denigrate teachers or other school staff on or off premises – engaging external - support services, including the police, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school behaviour policy</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline</li> <li>• To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence</li> <li>• To ensure the school behaviour policy does not discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities</li> <li>• To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and Workforce-Remodelling Agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies</li> <li>• To support, praise and, as appropriate, reward students' good behaviour</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of DSEN, disability and the needs of vulnerable children, and offering support as appropriate</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To make alternative provision from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion</li><li>• To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying</li><li>• To ensure staff model good behaviour and never denigrate students or colleagues</li><li>• To promote positive behaviour through active development of students' social, emotional and behavioural skills</li><li>• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities</li><li>• To work with other agencies to promote community cohesion and safety</li></ul> |
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## STUDENTS

### Rights

- To contribute to the development of the school behaviour policy, with every student involved in the consultation process
- To be taught in environments that are safe, conducive to learning and free from disruption
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment
- To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably

### Responsibilities

- To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way
- To act as positive ambassadors for the school when off school premises
- Not to bring inappropriate or unlawful items to school
- To show respect to school staff, fellow students, school property and the school environment
- Never to denigrate, harm or bully other students or staff
- To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts

**PARENTS**

**Rights**

- To contribute to the development of the school behaviour policy
- To be kept informed about their child's progress, including issues relating to their behaviour
- To expect their children to be safe, secure and respected in school
- To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary
- To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably
- To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel

**Responsibilities**

- To respect the school's behaviour policy and the disciplinary authority of school staff
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn
- To ensure school staff are aware of any DSEN-related or other personal factors which may result in their child displaying behaviours outside the norm
- To be prepared to work with the school to support their child's positive behaviour
- To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour
- To adhere to the terms of any Parenting Contract relating to their child's behaviour
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion

# BEHAVIOUR POLICY

**The purpose of this Policy is to:**

- **Encourage a culture of positive behaviour management**
- **Develop a partnership between the school, the family and the student by using effective communication systems**
- **Use Behaviour for Learning to ensure that effective learning can always take place**

**However, in accordance with its statutory duties, Magdalen College School has:**

- **A statutory provision to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct**
- **A statutory provision to regulate the behaviour of students when off school premises and not supported by school staff**

The aim of this policy is to create a clearly structured set of guidelines that encompass our expectations in terms of behaviour and is accessible to everyone, including visitors to the school and the local community. Underpinning the policy is our philosophical view that behaviour needs to be managed positively, with the emphasis placed upon reward and general recognition of effort made. This, combined with a clear and fair system of sanctions for those who choose not to comply, forms the basis of this document.

Students need positive recognition when they choose to behave appropriately and will be rewarded for making the right choices. Reward plays a significant part in terms of motivating the students to comply with our expectations. Verbal praise and positive encouragement are the most effective strategies that a teacher can employ where 'reward' is concerned. In addition to this, staff are encouraged to implement a range of rewards including awarding Vivo house points and regular communication with the student's home wherever possible to inform parents of their child's achievement.

A culture of 'Positive Behaviour Management' has been established at the school. Staff have been trained to manage all aspects of behaviour both inside and outside the classroom assertively, in a way that is perceived by the students as being non-confrontational, supportive, consistent and fair. Behaviour which is inappropriate will nevertheless be challenged in accordance with the principles of Positive Behaviour Management.

Mutual trust and respect can only be provided when the students know that staff will limit inappropriate, disruptive or anti-social behaviour that threatens the learning environment of others. Therefore, staff are encouraged to implement a series of firm and clearly definable sanctions when students choose to behave in a manner that does not comply with the school's Code of Conduct. Within the classroom, these range from simply moving the student to another part of the room for a short time, to removing the student from the classroom to work elsewhere. Most sanctions include a learning conversation with the student and if necessary a lesson report.

All members of the school community are encouraged to build positive relationships and to use a differentiated approach to enable students to meet the school's behavioural expectations. Staff must be consistent in their use of Behaviour for Learning. The resolution of a problem is best achieved if tackled by those initially involved rather than by passing it to someone else to deal with. Sanctions are given as a deterrent to future poor behaviour, and if this behaviour continues the sanction clearly has not worked and alternatives must be sought.

All students must have a full understanding of the processes involved so that there are 'no surprises' and therefore it is important that teachers take the time and make the effort to teach the students how to *choose* responsible behaviour. Students have the right to know what behaviours they need to engage in that will enable them to succeed in the classroom. They also have the right to a calm, unemotional and predictable response when they engage in behaviours that inhibit the positive learning atmosphere of the classroom and prevent others from achieving. Our aim is to teach the students how we expect them to behave so that they are then empowered to choose that behaviour on their own.

**At Magdalen College School all members of the school community will:**

- recognise, praise and reward the efforts and achievements of all students
- respect and value each other's thoughts, feelings and belongings
- arrive on time, with everything needed to enable successful learning to take place
- listen to each other, without interruption
- adhere to the School Code of Conduct

**At Magdalen College School we do not tolerate any form of physical, verbal, emotional or psychological abuse.**

**Policy on the use of force to control or restrain students**



## **Please see Appendix 1 – What the law says**

1. The governors aim to maintain a happy environment which fosters successful teaching and participation in activities for the benefit of all students. They recognise that on what should be rare occasions teachers or other staff in charge of students may lawfully use force to prevent a student committing a crime or causing injury damage or disruption. Under no circumstances whatever does the lawful use of such force give licence to administer corporal punishment. The governors do not approve the use of inappropriate or excessive force. They disapprove of the use of force even if lawful unless it is seen as absolutely necessary to prevent injury or serious damage.
2. Staff are to be aware of how to respond should a student behave in a way requiring physical control or restraint. Induction for all staff will include this training, and refresher sessions will be given every year.
3. Account is to be taken of DfES guidance on student behaviour and discipline policies but not to follow it slavishly. This policy is to be included with information the school provides parents as to the school's policy on discipline and positive behaviour.
4. In planning for incidents that may arise the Headteacher will prepare and periodically review guidelines that cover:
  - managing students so as to try to defuse conflict
  - the type of holds that may be used should restraint be necessary
  - the involvement of parents and guardians so that they will be aware of specific action the school might need to take
  - the training and guidance of staff so that they will know the type of action they should be taking
  - summoning of additional support if needed
  - the need to seek medical advice on the safest way to hold students with positive handling plans specific health needs or who may be subject to specific risks
5. Subject to any duty owed to other parties in individual circumstances a teacher or other member of staff authorised to use force may exercise his/her discretion to decline to use force. However teachers and others authorised by the Head teacher to have control or charge of students are to be aware that it is lawful to use such force as is reasonable in all the circumstances to prevent a student from doing any of the following:
  - committing a crime
  - injuring him/herself
  - injuring others
  - damaging property (including his/her own)
  - behaving in a way that may prejudice the maintenance of good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Even if force is lawful in accordance with the above examples the governors will not approve of

- the use of inappropriate or excessive force
  - of the use of force unless it is seen as absolutely necessary to prevent injury or other serious damage.
6. Provisions as to the use of force for restraint apply when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the student concerned elsewhere such as on a field trip or other authorised out of school activity.

## Authorised Staff

7. The Head teacher will ensure that all teachers are aware of the lawfulness of their power to use reasonable force to control or restrain students. The Head teacher is to maintain a schedule of any people other than teachers who may be authorised to have control or charge of students and permitted to use force if necessary. Such people will include classroom assistants, care workers, midday supervisors, specialist support assistants, education welfare officers, escorts, caretakers, or voluntary helpers including people accompanying students on visits, exchanges or holidays organised by the school. The schedule will specify whether individual authorisations are permanent, long term, short term or for specific events such as a school trip. The decision whether to authorise or not to authorise will be in the absolute discretion of the Head teacher and any authorisation may be withdrawn at any time without reasons being given. The Head teacher is to ensure that the people so authorised are aware of the scope and conditions of their authorisation. The Head teacher may arrange for a senior member of the teaching staff to provide training or guidance for authorised people. Teachers are to be notified who the authorised people are.

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. The decision about whether to use force must be made by the person who will use the force. Typically such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about

- i. the seriousness of the incident assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the most likely it is that using force may be justified;
- ii. the chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the most likely it is that using force may be justified; and
- iii. the relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

### Examples of situations

- Examples of situations that particularly call for judgements of this kind include:
  - a) a pupil attacks a member of staff, or another pupil;
  - b) pupils are fighting, causing risk of injury to themselves or others;
  - c) a pupil is committing, or on the verge of committing, deliberate damage to property;
  - d) a pupil is causing, or at risk of causing, injury or damage by accident; by rough play or by misuse of dangerous materials or object;
  - e) a pupil absconds from a class or tries to leave school other than at an authorized time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
    - i) entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or
    - ii) lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
  - f) a pupil persistently refuses to follow an instruction to leave a classroom;
  - g) a pupil is behaving in a way that seriously disrupts a lesson, or
  - h) a pupil is behaving in a way that seriously disrupts a school sporting event or school visit

In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

Wherever possible, these judgements should take into account of the particular characteristics of the pupil, including his or her age, understanding and any SEN or disability that he or she may have. Judgements may also be influenced by the relative size and build

of the student and member of staff involved. This would include the outcomes of any risk assessment and, as appropriate, any specific strategies and techniques set out in the pupil's positive handling plan.

Notwithstanding the examples cited above, it is the policy of the governors that the use of force is not approved unless it is seen as absolutely necessary to prevent injury or other serious damage even though such force may be considered lawful.

### **Reasonable Force**

The governors acknowledge that what is 'reasonable force' will depend on the circumstances of a given situation and that it is unrealistic to attempt a comprehensive list of criteria as to when it is reasonable to use force, or the degree of force that may reasonably be used.

9. The governors consider that there are two relevant considerations:

- the use of force is reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanor, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

10. The governors take the view that whether it is reasonable to use force, and the degree of force that could be used may depend on the age, understanding, and gender of the student

11. The governors issue the following general guidance:

- Before intervening physically a teacher should, where practicable, tell a student who is misbehaving to stop, and what will happen if he/she does not. The teacher should try to communicate with the student and make it clear that physical contact or restraint will stop as soon as it becomes unnecessary. A calm and measured approach to a situation is needed and teachers should not lose their temper, or act out of anger or frustration, or in such a way as to punish the student or to give the impression that he/she is being punished
- In most situations it is preferable to encourage and allow a student to leave a situation rather than apply a constraint
- Sometimes a teacher should not intervene in an incident without help save in an emergency. For example, when dealing with an older student, or a physically large student, or more than one student, or if the teacher believes he or she may be at risk of injury, in which case the teacher should remove other students who might be at risk summon help from a colleague or colleagues, or if necessary phone the police. The teacher should inform the student that he or she has sent for help. Until assistance arrives the teacher should try to defuse the situation orally, and try to prevent the incident from escalating.
- Physical intervention can take several forms. It might involve staff:
  - i. leading a student by the hand or arm
  - ii. shepherding a student away by placing a hand in the centre of the back
  - iii. physically interposing between students
  - iv. blocking a student's path
  - v. holding
  - vi. pushing
  - vii. pulling
  - viii. in extreme circumstances using more restrictive holds.

- In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young student running off a pavement onto a busy road, or to prevent a student hitting someone, or throwing something
- Generally staff should not act in a way that might reasonably be expected to cause injury, for example by
  - i. holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe:
  - ii. slapping, punching or kicking a student
  - iii. twisting or forcing limbs against a joint
  - iv. tripping up a student
  - v. holding or pulling a student by the hair or ear
  - vi. holding a student face down on the ground

However in the most extreme circumstances it may not always be possible to avoid injury to a student.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Where the risk is not so urgent the teacher should consider carefully whether, and if so when, physical intervention is right. Teachers should, unless clearly impracticable, always try to deal with a situation through other strategies before using force. All teachers need developed strategies and techniques for dealing with difficult students and situations which they should use to defuse and calm a situation. In a non-urgent situation force should only be used when other methods have failed or are manifestly inappropriate. This applies in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

The age and level of understanding of the student is also very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older students. It should never be used as a substitute for good behavioural management.

## **Recording Incidents**

Any incident resulting in the use of force must be reported immediately to the Headteacher or deputy.

A detailed, contemporaneous, written report is to be prepared of any occasion where force is used. See Appendix 2. The teacher or other member of staff who is involved in any such incident is to provide a written report to the Head teacher or a deputy Head teacher as soon as practicable after the incident has happened. The report should provide a detailed account of the incident, its time and location the names of any witnesses and should contain a statement as to any reasons as to why force may have been thought necessary, how the incident began and progressed, including details of the student's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long, the student's response, and the outcome of the incident and, so far as is known, the details of any injury suffered by the student, another student, or a member of staff and of any damage to property.

This is to help prevent misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. The school will keep an up-to-date record of all such incidents, in an incident book. Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

Incidents involving the use of force can cause the parents of the student involved great concern. The Head or Deputy will inform parents of an incident involving their child, and give

them an opportunity to discuss it. This will be done on the same day as the incident has occurred.

### Monitoring

The Headteacher will monitor the frequency and severity of incidents requiring force and will report these to the Education and Welfare Committee.

## **Appendix 1**

### **What the law says**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- a) any teacher who works at the school, and
- b) any other person whom the head has authorized to have control or charge of pupils.

This:

- I. includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
- II. can also include people to whom the head has given temporary authorization to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits).
- III. Does not include prefects (or other students)

The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a pupil might have. Under the Disability Discrimination Act 1995 schools have two key duties:

- a) not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
- b) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty).

The statutory power conferred by section 93 of the Education and Inspections Act 2006 in addition to the common law power of any citizen in an emergency to use reasonable force in self defence, to prevent another person from being injured or committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except that it is only available to people authorized to have control or charge of pupils. On preventing other types of criminal offence, section 93 provides essential clarification. It is by no means clear that all the behaviours that prejudice school discipline are also criminal offences and most primary pupils are below the age of criminal responsibility. So section 93 makes it clear that authorized staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006, to search pupils without their consent for weapons.

The search power applies to headteachers and staff authorized by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force could be used by the searcher and/or the second person required to be present at a search. However the Department strongly advises schools not to search pupils where resistance is expected, but rather to call the police.

Additional guidance can be found at :

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

**It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.**

## Appendix 2

### **USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD**

Details of pupil or pupils 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 pupils involved (directly or as witnesses), including whether any of the pupils 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 pupils and any first aid and/or medical attention required.	
Reason for making a record of the incident	
Follow up, including post-incident support and any disciplinary action against pupils.	
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:	Report countersigned by:
Name and role:	Name and role:
Signature:	Signature:
Date:	Date:



### Appendix 3

Policy title	<b>Behaviour for Learning</b>
Aims	<ul style="list-style-type: none"> <li>• To promote an ethos of respect, consideration for others and good manners</li> <li>• To support an effective climate for learning</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>• To ensure consistent expectations of students' behaviour</li> <li>• To eliminate discrimination, harassment, and bullying and promote the welfare of all students</li> <li>• To ensure vulnerable students receive behavioural support according to their need</li> <li>• To develop a partnership between the school, the family and the student by using effective communication systems</li> </ul>
Stakeholders involved	<ul style="list-style-type: none"> <li>• Students, parents, teaching staff, LSA's, Heads of Faculty, Leaders of Learning, Support staff, Pastoral support staff, Leadership Group, Governors</li> </ul>
Responsibilities of students	<ul style="list-style-type: none"> <li>• Respect and value each other's thoughts, feelings and belongings by adhering to the Code of Conduct</li> <li>• Follow the instructions of members of staff at all times</li> <li>• To engage fully in all learning activities</li> <li>• Arrive on time, with everything needed to enable successful learning to take place</li> </ul>
Responsibilities of class teachers	<ul style="list-style-type: none"> <li>• To recognise, praise and reward the efforts and achievements of all students</li> <li>• To establish and communicate clearly routines to ensure good order, respect and discipline</li> <li>• To ensure that inappropriate behaviours are challenged and take appropriate action immediately or subsequently</li> <li>• To promote positive behaviour through active development of students' social, emotional and behavioural skills</li> <li>• To keep parents informed of their child's behaviour, as necessary</li> <li>• To use rewards and sanctions consistently but responsively to meet the needs of individual students and situations – refer to Rewards and Sanctions document</li> <li>• To record uniform and equipment issues in Student planners</li> <li>• To record on GO, as promptly as possible positive achievements and negative issues and to follow up with appropriate action</li> <li>• To monitor Behaviour for Learning in teaching groups and to alert Head of Faculty as appropriate</li> </ul>
Responsibilities of LSAs	<ul style="list-style-type: none"> <li>• To recognise, praise and reward the efforts and achievements of all students</li> <li>• To promote positive behaviour through active development of students' social, emotional and behavioural skills</li> <li>• To support the class teacher with measures to ensure good order, respect and discipline through regular communication prior to lessons, during and after lessons</li> </ul>
Responsibilities of Heads of Faculty	<ul style="list-style-type: none"> <li>• To keep parents informed of their child's behaviour, as necessary and use appropriate methods of engaging them</li> <li>• To regularly review behaviour data and address concerns with class teachers and individual students</li> <li>• To ensure staff have consistent expectations of students' behaviour and dress</li> <li>• To ensure rewards and sanctions are used appropriately and consistently throughout the Faculty</li> <li>• To celebrate and praise success and achievements</li> <li>• To ensure all members of the team are clear about the extent of their disciplinary authority</li> <li>• To monitor positive and negative entries by staff for behaviour on GO and take appropriate action</li> </ul>

Responsibilities of form tutors	<ul style="list-style-type: none"> <li>• To recognise, praise and reward the efforts and achievements of all students</li> <li>• To keep parents informed of their child's behaviour and use appropriate methods of engaging them</li> <li>• To promote positive behaviour through active development of students' social, emotional and behavioural skills</li> <li>• To review weekly student planners for equipment and uniform issues, homework recorded and communications with home</li> <li>• To review regularly through learning conversations behaviour data for their tutees and take appropriate action to ensure expectations of behaviour are met</li> </ul>
Responsibilities of Leaders of Learning	<ul style="list-style-type: none"> <li>• To recognise, praise and reward the efforts and achievements of all students</li> <li>• To ensure rewards and sanctions are used appropriately and consistently</li> <li>• To work with other agencies to promote community cohesion and safety</li> <li>• To keep parents informed of their child's behaviour</li> <li>• To review behaviour data daily and take appropriate action to ensure expectations of behaviour are met</li> <li>• To monitor the work of form tutors to ensure they have consistent expectations of students' behaviour and take appropriate actions</li> <li>• To monitor positive and negative entries by staff for behaviour on GO and take appropriate action</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>• To recognise, praise and reward the efforts and achievements of all students</li> <li>• To keep staff informed of all aspects of student behaviour</li> <li>• To ensure that inappropriate behaviours are challenged and recorded on GO</li> </ul>
Pastoral Support Staff	<ul style="list-style-type: none"> <li>• To recognise, praise and reward the efforts and achievements of all students</li> <li>• To ensure that inappropriate behaviours are challenged and recorded on GO</li> <li>• To keep staff informed of all aspects of student behaviour</li> <li>• To support Form tutors, Leaders of Learning and Leadership Group in the implementation of the policy</li> <li>• To support and work with parents when necessary</li> <li>• To support Leaders of Learning and Form Tutors during registrations</li> </ul>
Responsibilities of Leadership Group	<ul style="list-style-type: none"> <li>• To support, adhere to and monitor the implementation of the policy</li> <li>• To support Heads of Faculty and Leaders of Learning in the review of behaviour data</li> <li>• To support Heads of Faculty and Leaders of Learning when taking action in response to behaviour data</li> <li>• To inform parents / carers regarding serious breaches of the behaviour policy</li> <li>• To ensure staff receive necessary professional development on behaviour strategies</li> <li>• To monitor GO entries half-termly to ensure a proactive approach is adopted to achieving consistent standards of behaviour throughout the school</li> </ul>
Responsibilities of Governing Body	<ul style="list-style-type: none"> <li>• To support and monitor the implementation of the policy</li> <li>• To support and monitor senior leaders regarding serious breaches of the behaviour policy</li> </ul>
Supporting documents	<ul style="list-style-type: none"> <li>• Rights and Responsibilities of the School</li> <li>• Sanctions and Rewards document</li> <li>• Teaching and Learning Policy</li> <li>• School Detention document</li> <li>• Code of Conduct</li> </ul>

## Appendix 4

### Rewards and Sanctions at Magdalen College School

	<b>Rewards</b>	<b>Sanctions</b>
Students may:	<ul style="list-style-type: none"> <li>• Receive positive verbal praise</li> <li>• Receive praise postcards</li> <li>• Achieve Vivo points</li> <li>• Be awarded House Star of the Week</li> <li>• Receive a Termly House Award</li> <li>• Achieve a Headteacher Award (3 x House Awards)</li> <li>• Contribute to the termly total number of House Points for their tutor group</li> <li>• Contribute to the annual house point total in order to win House of the Year</li> <li>• Be awarded the Annual House Cup for the student with the highest number of house points in their house</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Conversation</li> <li>• Contact with home</li> <li>• Entry on GO</li> <li>• Subject Teacher detention</li> <li>• Head of Faculty detentions (E1)</li> <li>• Leader of Learning detentions (E4)</li> <li>• Whole School detention</li> <li>• Headteacher detention</li> <li>• Channelling</li> <li>• Internal Exclusion</li> <li>• External Exclusion</li> </ul>
Classroom Teacher/LSAs	<ul style="list-style-type: none"> <li>• Verbal praise and positive encouragement</li> <li>• Award Vivo house points</li> <li>• Contact home by email or telephone</li> <li>• Send praise postcard</li> <li>• Plasma screen announcements e.g. Star of the Week</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Code of Conduct:               <ul style="list-style-type: none"> <li>○ Verbal warning</li> <li>○ Student to move seat and record on GO</li> <li>○ Stand outside the classroom for a few minutes prior to a B4L conversation – record on GO</li> <li>○ Red Card (removed to work in a different room) – contact On Call &amp; home</li> <li>○ Refusal to comply results in On Call – further sanctions to follow</li> </ul> </li> <li>• Equipment and Uniform issues to be recorded in student planner</li> <li>• GO to record non-minor or repeated incidents</li> <li>• Learning Conversations</li> <li>• Class teacher detentions/Show and GO x 3</li> <li>• Subject report</li> <li>• Contact home</li> </ul>

Head of Faculty	<ul style="list-style-type: none"> <li>• Monitor awarding of house points by faculty</li> <li>• Present Annual House Subject Cup</li> <li>• Monitor distribution of praise postcards</li> <li>• Celebrate success within the department</li> </ul>	<ul style="list-style-type: none"> <li>• GO daily faculty subject report – take appropriate actions</li> <li>• Red card – removed to work in a different room, contact On Call &amp; home</li> <li>• Head of Faculty Detention x 3</li> <li>• Subject Report</li> <li>• Contact home</li> <li>• Meet with parents</li> <li>• Regular contact with subject teachers</li> <li>• Whole School Detention x 3</li> <li>• Serious Incident Folder generated (Green Folder)</li> </ul>
Form Tutor	<ul style="list-style-type: none"> <li>• To celebrate students awarded weekly House Star of the Week</li> <li>• Share and celebrate Vivo House Point totals with tutor group</li> <li>• Praise postcards</li> <li>• Award House Points</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Code of Conduct: <ul style="list-style-type: none"> <li>○ Verbal warning</li> <li>○ Student to move seat and record on GO</li> <li>○ Stand outside the classroom for a few minutes prior to a B4L conversation – record on GO</li> <li>○ Red Card (removed to work in a different room) – contact On Call &amp; home</li> <li>○ Refusal to comply results in On Call – further sanctions to follow</li> </ul> </li> <li>• Equipment and Uniform issues to be recorded in student planner</li> <li>• Use GO to have a constructive Behaviour for Learning conversation</li> <li>• Contact home</li> <li>• Form Tutor Report</li> <li>• Form Tutor detention x 3</li> </ul>
Leader of Learning	<ul style="list-style-type: none"> <li>• Monitor awarding of Vivo house points by form tutors</li> <li>• Generate healthy competition between tutor groups using house point totals</li> <li>• Monitor distribution of praise postcards</li> <li>• Celebrate success within the year group through praise postcards</li> <li>• Review students planners</li> <li>• Hold regular 'Celebrating Success' assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• GO daily year group report – take appropriate actions</li> <li>• Leader of Learning detentions x 5</li> <li>• Student channelled</li> <li>• Contact home</li> <li>• Meet with parents</li> <li>• Regular contact with form tutors, heads of faculty</li> <li>• Whole School Detentions x 3, contact with student and home</li> <li>• Serious Incident Folder generated (Green Folder)</li> <li>• Student Channelling x 3</li> <li>• Leader of Learning report</li> </ul>

Leadership Group	<ul style="list-style-type: none"> <li>• Awarding of Vivo house points monitored by heads of faculty, leaders of learning and leadership group</li> <li>• Headteacher Award awarded for 3 House Awards within an academic year</li> </ul>	<ul style="list-style-type: none"> <li>• Detention system monitored to ensure individual students progress through the sanctions system</li> <li>• Leadership group report</li> <li>• Serious Incident Folder generated (Green Folder)</li> <li>• Student Channelling x 3</li> <li>• Internal Exclusion x 3</li> <li>• Fixed Term External Exclusion</li> </ul>
Governing Body	<ul style="list-style-type: none"> <li>• Invited to attend House Awards Evening, GCSE and A Level Award evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with student Discipline committee</li> <li>• Permanent Exclusion</li> </ul>

**MCS**



**Code  
Of  
Conduct**



**responsibility**

We will take responsibility for our own actions and behaviour.



**engagement**

We will all be fully engaged in the learning process, and behave in a way that enables everyone else to be equally engaged.



**success**

We will recognise, praise and reward the efforts and successes of each other.



**preparation**

We will be fully prepared for learning, arriving on time with everything we need.



**high expectations**

We will have high expectations of ourselves and each other and will aim to make a positive contribution to the school community.



**choice**

We all have the right to make choices and must be ready to accept the consequences (both positive or negative) that may follow.

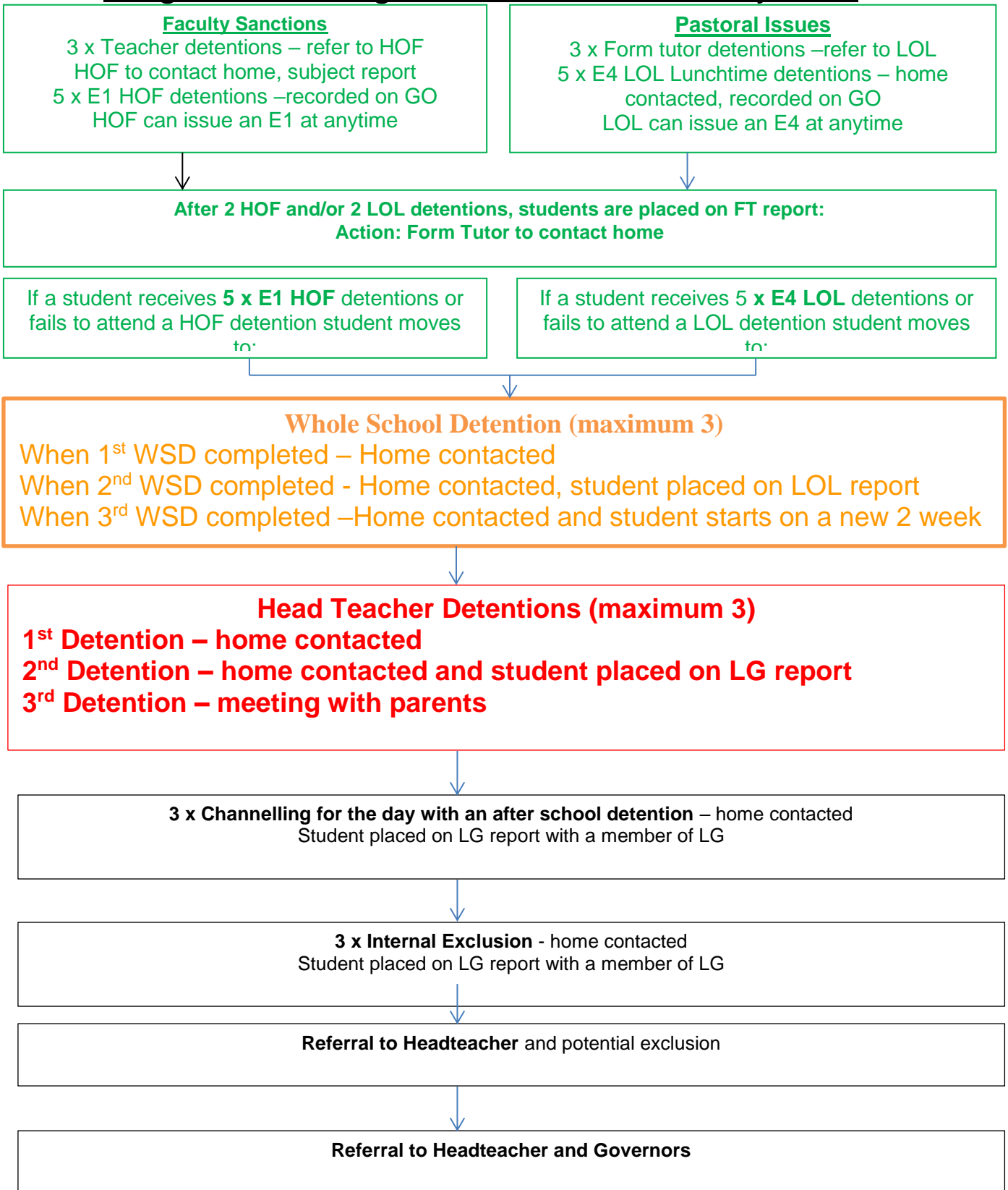


**respect and fairness**

We will show respect and fairness and will treat everyone as we would like them to treat us.

**Appendix 6**

# Magdalen College School Detention System



Failure to comply with any of these sanctions results in a student moving to the next level

