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*ReFocus Ltd*

*Behaviour Policy 2021/2022*

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The following policy has been approved by the Executive Head Teacher and agreed by the management team.  
The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.  
Date: September 2021  
Review date: January 2022

Review Record:

Name (Print): Paula Tucker Name (signature): PTucker Date: 02/01/2022	Name (Print): Name (signature): Date:
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- This policy covers the behaviour management procedures for ReFocus Ltd.
- This policy is not stand alone and should be used with other ReFocus policies including, but not limited to: Safeguarding policy, E Safety Policy, the Staff handbook, and Code of Conduct.
- When referring to staff members this includes all full-time staff members, volunteers, support staff and supply staff.

## **Monitoring and review**

### **Introduction**

All members of the ReFocus community (students, staff, parents / carers, governors) should be encouraged to make positive choices that benefit themselves and the wider ReFocus community. At ReFocus we believe that considering and understanding the consequences of our choices is key to improving our ability to make them. Self-control is preferable to imposed control and we wish to support our students to grow in maturity and for them to demonstrate self-awareness, self-direction, and self-control. Our Behaviour Policy is based on principles that are set out in the ReFocus Behavioural Principles, that begin with the firm belief that students are responsible and intelligent individuals who are capable of self-direction and self-control given the right environment.

To enable effective learning and teaching to take place, students are expected to adhere to the highest standards of behaviour in all aspects of ReFocus life. It will be our policy that unacceptable behaviour will always be confronted and that everyone at Refocus will feel empowered to challenge those who choose to behave in an anti-social manner or one that has or is likely to have an adverse impact on anyone's learning or well-being. We expect all members of ReFocus to behave courteously and respectfully towards one another in person, on paper, and when communicating electronically. We expect all students and staff to care actively for other members of the ReFocus community and to contribute to their wellbeing and success.

### **Legal Framework**

This policy has been written considering the DfE guidance *Behaviour and Discipline in Schools* (January 2016) and in accordance with Section 89 of the Education and Inspection Act 2006.

This policy has been written with reference to the following guidance and documents:

- [ReFocus Exclusion Policy and procedures](#)
- [ReFocus Safeguarding Policy](#)

- [ReFocus Home School agreement](#)
- [ReFocus Substance Abuse policy](#)
- [ReFocus Anti-Bullying policy](#)
- [ReFocus Equality Statement and Objectives](#)
- [ReFocus Learning Teaching and Assessment policy](#)
- [ReFocus Attendance and Punctuality policy](#)
- [ReFocus ICT Acceptable Use & E-Safety \(Student\) policy](#)
- ['The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- Statutory guidance '[Exclusion from maintained schools, Academies and pupilreferral units in England](#)' (DfE, 2012, updated 2021).

ReFocus recognises the strong relationship between effective learning and teaching, attendance and positive behaviour, and all members of ReFocus are expected to meet our requirements for each.

### **Aims of the policy**

The policy seeks to help ReFocus remain a disciplined and supportive community in which all members, irrespective of ethnic or religious background, appearance, sexuality, or ability, can learn and feel safe and encouraged. The Behaviour Policy also acknowledges ReFocus legal duties under the Equality Act 2010.

The objectives of this policy are:

- to ensure that all members of the ReFocus community - students, staff, parents /carers, and Governors - understand their role in contributing to the creation of a safe, stimulating, encouraging, and rewarding atmosphere;
- to make clear the standards of behaviour and commitment that ReFocus expects from students;
- to set out how ReFocus will acknowledge, praise and reward students when they reach these standards;
- to give a clear, easily understood framework in which students who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate consequence as appropriate.
- to promote and develop responsibility, self-esteem, and self-discipline in students and to enable positive relationships, based on mutual respect, support and safety amongst students.
- to help develop proactive young citizens who give a positive impression of ReFocus to the wider community and who have an understanding and respect for the rules needed to live in a vibrant, tolerant, and well-ordered society.

## **Scope of the policy**

Students' behaviour should aim to reflect favourably on themselves and ReFocus. Any act by a student within or outside of school which threatens, or could potentially threaten, the physical and/or mental wellbeing of any member of the ReFocus community (including inappropriate or malicious use of digital technologies), or which is damaging or potentially damaging to the good reputation of the school, may require a response from ReFocus.

## **Responsibilities for the promotion and the reward of good behaviour**

**Students are expected to** support and uphold the Home-Refocus agreement, the agreed Code of Conduct, and this Behaviour Policy.

**Parents / carers are expected to** support and uphold the Home-ReFocus agreement, the agreed Code of Conduct, and this Behaviour Policy, by reinforcing ReFocus' expectations.

**Staff are expected to** abide by the terms and conditions set out in their letters of appointment and their contracts, supporting, and upholding the Home-ReFocus agreement, the agreed Code of Conduct, and this Behaviour Policy. Staff should always exemplify the core values, making use of the classroom management checklist (see Appendix).

The promotion and reward of good behaviour together with the leadership and management of the system of rewards and consequences is the responsibility of the Headteacher – Paula Tucker and the Deputy Headteacher – Hayley Perry.

## **Rewards and Incentives**

At ReFocus, positive behaviour is reinforced and encouraged by a formal reward structure outlined below. Students are motivated by praise, reward and celebration of improvement and achievement.

Student investment in and involvement with activities and opportunities available at ReFocus will be encouraged and supported where possible too.

## Rewards

<b>Daily</b>	Individual credit Points (=1 credit)	These will be given for particularly good work, effort, maintaining a high standard of work, or for making a minor contribution to the school community.
<b>Weekly</b>	Subject and Values Award (= 3 credits)	This award is made by teachers each week and is given to a student who has made a useful or particularly insightful contribution in class or has shown a clear demonstration of one of the school values.
	Attendance (= 5 credits)	Since poor attendance is a prime factor with the students that attend ReFocus. 1 credit point will be issued each day for attendance.
	Portfolio (= 10 credits)	Each student that completes a unit of work and their portfolio has been completed and signed off will receive a positive phone call and a raffle ticket

<b>Termly</b>	Attendance Award (= 5 credits)	Each term, students with 100% attendance receive recognition and are rewarded with a certificate
	Punctuality Award (=5 credits)	Each term, students with outstanding punctuality receive recognition and are rewarded with a certificate
	Commendations (=10 credits)	These are awarded for outstanding work in any area, for contributions to the school community or for significant or sustained effort. Commendations will be promoted in our newsletter and students given a certificate.
	Rulers of Credit (=Prize)	Each term, the students with the most credit will be announced as a 'Ruler of Credit' and win a prize.
	Kingdom of Credit (=Prize)	All credit earned by a student will be added to the total score for their key worker and a prize awarded to the 'Kingdom of Credit', the key worker who has earned the most credit.
	Portfolio Expert (=25 credit)	Each student who completes a subject and their portfolio has been signed off will receive a positive phone call home and credit points
<b>Annually</b>	Achievement award	This is an award for attainment. The winners must have demonstrated excellent subject knowledge through outstanding levels of attainment throughout the year and in their end of year results.
	Knowledge award	This is an award for learning. The winners must have consistently demonstrated their enthusiasm for learning through their participation in lessons, their commitment outside of lessons, and the progress they have demonstrated over the year.
	Behaviour award	This is an award for behaviour. The winners must have demonstrated consistently good behaviour throughout the year with minor incidents.

## **Key worker System**

ReFocus operates a key worker system consisting of four key worker groups comprising of a mixture of Year 10 and Year 11 students. Key workers compete for the title of 'Kingdom of Credit' each term which is awarded to the key worker with the greatest number of credit points.

The key workers are named after the key figures in and around the local community of Wellingborough: The groups are: **Coles** (Paula), **Neal** (Liam), **Middleton** (Hayley) & **Yorke** (Katie).

Richard **Coles** is the Reverend of Finedon, a member of Wellingborough homes that provide social and affordable housing in the area and Chancellor of Northampton University; Thom **Yorke** is the lead singer of the band Radiohead and went to school and started his band in Wellingborough; Dan **Middleton** is one of the most viewed YouTubers in the world who comes from Wellingborough and; Phil **Neal** who played for Wellingborough Town and has played over 400 games for Liverpool.

Over the year, key worker events and competitions will take place. Key workers are encouraged to organise weekly competitive events via the daily debrief. This will be taken in turn and the Key worker will come up with the challenge.

## **Consequences**

ReFocus prefers to encourage success and well-being through rewards and privileges. However, any student choosing not to meet ReFocus' expectations of Conduct, Behaviour, or Attendance and Punctuality will be choosing a corresponding consequence. There will be a graduating scale of consequences applied with the professional judgment of staff and in line with these guidelines.

Confronting all incidents and acting consistently when applying consequences ensures the deterrent effect of our Behaviour Policy. We recognise that it is not the person but the action which has led to the consequence. It is not possible to link a specific consequence to a particular offence in all cases. The specific circumstances of each offence must be considered when deciding upon consequences.

Parents / carers may be informed by letter, email, or telephone of their child's behaviour. In any serious or persistent cases of misbehaviour students may be sent home and parents / carers invited into school to discuss the situation. Parents / carers play a vital role in endorsing the Behaviour Policy and ReFocus' pledge to keep parents / carers informed should their child be giving cause for concern.

**Parent/Carer involvement**

Parents/carers will be informed of all Level 2 Consequences. Depending on the seriousness of the concern, and in situations where there are repeated concerns, parents/carers will be asked to come in to school for a meeting with the student and key worker to discuss those concerns at a Progress Meeting.

**Referral system**

In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it, and the staff concerned have a responsibility to do this. Poor behaviour should always be challenged. Some student behaviour will also be addressed by the key workers and/or the Senior Leadership Team as a means of supporting the teacher initially involved and ensuring that all staff are fully aware of student behaviour.

Level 1 Academic Concerns include:	Level 1 Behavioural Concerns include:	Level 1 Punctuality Concerns include:
<ol style="list-style-type: none"> <li>1. Non-completion of work. (not making the required progress)</li> <li>2. Refusal to take part in lesson</li> <li>3. Noncompliance in the workshop</li> </ol>	<ol style="list-style-type: none"> <li>1. use of mobile without permission/refusal to hand in phone</li> <li>2. repeated chatting in class/distracting others</li> <li>3. littering/ not cleaning own mess up</li> <li>4. minor disruption</li> <li>5. mildly answering back to staff</li> <li>6. overly boisterous behaviour</li> <li>7. leaving lesson without permission</li> <li>8. minor infringement of the ICT Acceptable Use policy.</li> <li>9. Refusing to remove hood or hat</li> </ol>	<ol style="list-style-type: none"> <li>1. Arriving to school late, but before 10am (the first late in any week is not recorded as a concern) Key worker reminder.</li> <li>2. Inexcusably arriving late to a lesson.</li> </ol>

Level 1 Academic Consequences	Level 1 Behavioural Consequences (applied according to concern)	Level 1 Punctuality Consequences
<ol style="list-style-type: none"> <li>1. Work with the class teacher to complete work at break or lunch time.</li> <li>2. Stay behind after school to complete work. (taxis and parents will be notified)</li> <li>3. Complete portfolio work and complete session after school. (taxis and parents notified)</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not get phone back at lunch time</li> <li>2. Work with TA independently to avoid distractions</li> <li>3. Clean social area at end of the day</li> <li>4. Social time away from others</li> <li>5. Meeting with key worker to adjust behaviour. Apology expected.</li> <li>6. Social time away from others</li> <li>7. TA linked to student until trust rebuilt</li> <li>8. Reread policy. Accompanied on ICT for rest of lesson</li> <li>9. Meeting with key worker to adjust behaviour.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lateness to school: Early Morning Check-in by text</li> <li>2. Lateness to lesson: make up lost time during break or lunch.</li> </ol>

Level 2 Academic Concerns include:	Level 2 Behavioural Concerns include:	Level 2 Punctuality Concerns include:
<ol style="list-style-type: none"> <li>1. Failure to complete portfolio work on time</li> <li>2. Continued refusal to complete work in lesson</li> <li>3. Lack of progress in the workshop</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of offensive language (excessive)</li> <li>2. Constantly distracting others</li> <li>3. throwing food</li> <li>4. disruption to lessons</li> <li>5. challenging authority or rude to staff</li> <li>6. constantly ignoring staff/ not following requests after second request</li> <li>7. leaving school site without permission</li> <li>8. breach of the ICT Acceptable Use policy.</li> <li>9. Physical/ verbal assault</li> </ol>	<ol style="list-style-type: none"> <li>1. Arriving to school late more than three times in a week</li> <li>2. Non attendance for more than 1 day in a week</li> </ol>

Level 2 Academic Consequences	Level 2 Behavioural Consequences (applied according to concern)	Level 2 Punctuality Consequences
<ol style="list-style-type: none"> <li>1. Work with the class teacher to complete work at break or lunch time.</li> <li>2. Stay behind after school to complete work. (taxi and parents will be notified)</li> <li>3. Complete portfolio work and complete session after school. (taxi and parents notified)</li> </ol>	<ol style="list-style-type: none"> <li>1. Swear box (1 credit point each time)</li> <li>2. TA assigned to student during that lesson. Sit away from others. In or out of classroom dependent on situation</li> <li>3. Clean social area at end of the day.</li> <li>4. Lesson taught away from other students</li> <li>5. Complete lesson about mutual respect with key worker after school. (taxi and parents will be notified)</li> <li>6. Complete lesson about mutual respect with key worker after school. (taxi and parents will be notified)</li> <li>7. Loss of social time. Lesson on personal safety with key worker</li> <li>8. Reread policy. Student will be accompanied when using ICT until trust rebuilt</li> <li>9. Meeting with key worker to adjust behaviour. Behaviour contract. Session on mutual trust.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lateness to school: Early Morning Check-in by text, phone call to parents regarding punctuality. After School session to catch up on missed work.</li> <li>2. Wednesday &amp; Friday afternoon catch up sessions.: contact parents/ attendance contract</li> </ol>

Level 3 Academic Concerns include:	Level 3 Behavioural Concerns include:	Level 3 Punctuality Concerns include:
1. Lack of progress in any given lesson with a risk of non-completion	<ol style="list-style-type: none"> <li>1. Repeated Level 2 concerns across a week</li> <li>2. Use of obscene/offensive language towards a member of staff</li> <li>3. Assault or threatened assault on a member of staff</li> <li>4. Assault or threatened assault on another student</li> <li>5. Fights between students</li> <li>6. Persistent bullying, sexual, racial, or other harassment</li> <li>7. Theft of personal or school property</li> <li>8. Vandalism</li> <li>9. Possession of a weapon or otherwise threatening the safety of others</li> <li>10. Drinking alcohol; any well-founded suspicion of illegal drug consumption, possession, supply, or abuse</li> <li>11. cyber-bullying or any malicious or inappropriate use of digital technology</li> </ol>	<p>Consistently late each day with no improvement.</p> <p>Attendance is below 90%</p>
Level 3 Academic Consequences	Level 3 Behavioural Consequences (applied according to concern)	Level 3 Punctuality Consequences
1. one to one support to ensure completion Wednesday & Friday afternoon	All Behaviour concerns at level 3 will result in a behaviour contract put in place alongside link school and parents. The consequence will be discussed by senior leaders and may result in an external exclusion for remainder of the day. Exclusions are a last resort. Risk assessment review, loss of privileges and off-site activities.	<p>Work with key worker on the importance of punctuality. Parents invited to meeting to discuss.</p> <p>Letter sent, attendance contract</p> <p>EIPT team involved.</p>

Explanation of behaviour points.

It is expected that students achieve 100 credits to enable them to go on the incentive trip.

How achievable is this?

Each day students can achieve 1 credit per lesson. 6 in any day. 28 in any week. 140 in a term.

They can also achieve 5 credits per week for attending school. 30 credits in a term.

A further 5 credits can be achieved for being on time to school each week. 30 credits in a term.

This gives each student the opportunity to achieve 200 credits each term before additional awards.

Additional credits can be achieved for completion of units, completion of portfolio, subject awards, and commendations. This could be between 25 and 50 credits each week, with the potential of 300 credits available each term.

## **Levels of Consequence**

Regarding consequences, the following escalating approach should be taken by staff. All Consequences will be recorded on the school BromCom system and are reviewed daily by the key worker and shared with the team during daily debrief.

### **Level 1 Consequences**

All level 1 consequences will be recorded on BromCom for level 1 academic, behaviour and punctuality concerns. In those cases that the consequence includes a meeting with a member of staff, the student will be expected to attend during break or lunch on the same day as the misdemeanor. This meeting should be recorded on BromCom.

Three Level 1 Consequences in any category issued in a single day will result in escalation to a Level 2 Consequence issued by the key worker.

### **Level 2 Consequences**

All level 2 consequences will be recorded on BromCom for level 2 academic, behaviour and punctuality concerns. In those cases where a student is expected to stay behind to complete missed work the parents will be informed and this will be set by the key worker who will contact taxi firms if they need to be rearranged for a later collection time. This does not need to be on the same day. Any meetings with students should be recorded on BromCom.

### **Level 3 Consequences**

Exclusions are seen as a last resort. If an exclusion of a student is deemed appropriate, the parents/carers of the excluded student can expect the following:

- Communication providing details of the breach of ReFocus' expectations of conduct and behaviour, or the incident, and the basis for the decision to exclude.
- A formal letter to confirm the exclusion following the above communication, clearly stating: the reasons for the exclusion, the length of the exclusion and any further actions that are to be taken following the exclusion.

If a student accrues three after school sessions in any given term or six within a school year, a progress meeting will be organised at ReFocus, to be attended by the student, their parents/carers, the link school, and the key worker. At this meeting an agreement will be reached over how to ensure all parties can support the student in meeting ReFocus' expectations as set out in ReFocus policy documents and as agreed to by the student and their parents/carers when they signed the ReFocus Home-School Agreement. Typically, a progress meeting will result in agreed action points and a defined date of review.

## **Consequences related to specific areas of expectation at ReFocus**

### **Bullying & Cyber-Bullying**

Bullying is unacceptable and will not be tolerated at ReFocus. Any member of the community, student, staff, or volunteer has the right to work and learn without the fear of being bullied. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and either directly or through cyber technology (see the ReFocus ICT Acceptable Use Policy for further information).

Common features of bullying can include:

- Name calling
- Mocking
- Cyber bullying including but not restricted to inappropriate text messaging, emailing and use of social media (e.g., Facebook, Snapchat, Twitter, and Instagram)
- sexual harassment, online sexual abuse and sexual violence between children and learners. Online abuse can include sending abusive, harassing, and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Spreading rumours or hurtful untruths
- Making offensive or humiliating comments
- Physical threats or deliberate invasion of personal space

Those who engage in bullying, including cyber bullying, and fail to show through their actions that they have learnt bullying is unacceptable risk forfeiting their right to be at ReFocus and can face permanent exclusion. Where a criminal offence may have taken place, especially in reference to cyberbullying or sexual harassment, a referral to the police may also be made.

For further information on ReFocus' response to bullying of any kind, please see the ReFocus Anti-Bullying Policy.

### **Attendance and Punctuality**

Students are expected to register with their key worker between 9:15am and 9:30am. All students are also expected to arrive to school, lessons and other ReFocus commitments on time.

Attendance and punctuality across the school will be monitored regularly by Deputy Head Katie Close who may issue further consequences and support mechanisms. Further information is contained with the ReFocus Attendance and Punctuality Policy.

The different categories for support for students with attendance concerns are listed below:

Attendance to sessions	GAR	Equates to	Consequence
90 – 100%	Green	A good level of attendance	Rewarded termly 5 positive credits each week. 100% half-termly/termly award.
85 - 94%	Amber	90% = nearly 4 weeks of school	Fortnightly monitoring and discussion with Deputy Head At 93% letter triggered to parent and carer, alerting them to attendance and punctuality concerns. Letter 1 issued
85 – 90%	Red	85% = nearly 6 weeks of school	Deputy Head and key worker to put in place attendance support plan and review progress against plan on a weekly basis. Deputy Head and key worker to meet with parent and carer to review progress against system at least twice in a half term. Letter 2 issued.
Below 83%	Serious cause for concern	More than likely have missed one half term or more of learning.	Serious cause for concern meeting held with Deputy Head, Key Worker, and link school. Deputy Head to put in place attendance support plan and review progress against plan on a weekly basis. Key worker to meet student on a weekly basis to review progress against targets. Letter 3 issued. EIPT team contacted.

### **Dress and Appearance**

There is no uniform at ReFocus and students may dress casually but are expected to dress suitably for a learning environment. Students should be dressed to study and to work comfortably and should ensure they are sufficiently covered for a learning environment. Hats, hoods, and headphones should be removed before entering lessons and assembly times. Coats should be taken off in lessons, though teachers may grant exceptions in cold weather, particularly if relating to public health ventilation precautions.

After a warning, a student who continues not to meet these guidelines will meet with their key worker to discuss.

### **Intervention (including searching, confiscating and physical intervention)**

As a response to a breach of behaviour policy or at a time when the health and safety of members of the Refocus community is reasonably felt to be under threat, it may be necessary for a member of staff to intervene in a situation in one of the following ways – searching a student, confiscating an item or items from a student, or exercising restraint or reasonable force with a student. It is important to establish clearly how and when this may happen.

## Searching students

Legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, and guidance issued by the Department for Education (August 2011) makes it lawful for the Head (or staff designated by the Head) to search students for any item with their consent. There is also a statutory power to search students or their possessions without consent where there are reasonable grounds to believe that the student has certain prohibited items for anything which is harmful or is listed as a banned item in the Code of Conduct. Reasonable grounds may include overhearing students talking about an item or a student behaving in an unusual or suspicious manner. Prohibited items include knives, weapons, alcohol, drugs, and stolen items. ReFocus staff can confiscate any banned or prohibited item found because of a search which they consider to be harmful or detrimental to school discipline. The law also allows ReFocus to use a search wand if there is a suspicion of a student carrying prohibited materials.

The following procedures regarding searching of a student should be applied:

- The power to search students without consent, with the authorisation of the Head, should be carried out by a staff member who is the same gender as the child.
- There must always be a witness (also a member of staff) to the search and, if possible, they should also be of the same gender as the student.
- The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags, and lockers.
- If a student refuses to co-operate then, under the terms of the Behaviour Policy they will be treated in the same fashion as a student who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation can take place.

If it is felt necessary for a student to be subject to an intimate search for example illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the student, then ReFocus will ensure such searches are carried out according to protocols agreed by the police.

The following actions should be completed when items are found because of a search:

- alcohol may be retained and disposed of appropriately;
- controlled substances (or suspected controlled substances) will be delivered to the police;
- ReFocus will judge if stolen items also need to be reported to the police;
- when appropriate, stolen goods will be returned to their rightful owner.

ReFocus is not required by law to inform parents / carers before a search takes place or to seek their consent to search their child.

However, ReFocus will seek to inform parents / carers of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

If a student has an identified flag for prohibited items, for example, weapons on their entry risk assessment then they be subject to a 'wand' prior to entering site. Risk assessments are reviewed at least every 3 months so this may change in line with Risk reviews.

### **Confiscation**

The Education and Inspections Act 2006 and Guidance for Schools on *Screening, Searching and Confiscation* (DfE, Aug 2011) make it clear that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of ReFocus staff may confiscate, retain, or dispose of a student's property to enforce ReFocus' Code of Conduct and to maintain an environment conducive to learning, where the rights of all students to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen being used to distract and possibly harm other students or staff;
- an item that poses a threat to good order for learning: for example, a student using a personal music-player or mobile phone in class;
- an item that is against school uniform rules: for example, if a student refuses to take off an unauthorised item of clothing (such as a baseball cap) on entering a classroom;
- an item that poses a health or safety threat: for example, any item which may be used as a weapon;
- an item which is counter to the ethos of the school, for example material which might cause tension between one community and another or is illegal for a student to have (for example, racist or pornographic material, alcohol, illegal substances);

In general, items will be confiscated for the duration of a lesson and then passed to key workers to be returned to the students at the completion of the same school day or the soonest convenient point thereafter. The basis for confiscations of a longer duration should be in line with the ReFocus Behaviour Policy and discussed and approved by the Headteacher. Where any item is thought to be a weapon, a controlled substance or stolen goods, the police will be informed, and it may be passed to them. Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned.

Particular care will be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious significance to the student. When confiscating items, staff will avoid physical contact or interference with students' clothing of a kind that might give rise to abuse allegations. Confiscation of any item that would leave the student only partly dressed will be avoided.

## **Restraint and use of Reasonable Force**

The Education and Inspections Act 2006, section 93, and guidance from the Department of Education (August 2011) enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any person (including the student themselves);
- prejudicing the maintenance of good order and discipline at ReFocus or among the students receiving education at Refocus, during lessons or at any other time during the school day.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Head to take charge of students, such as unpaid volunteers or parents / carers accompanying students on ReFocus activities. Force will never be used as a punishment for a child – this is unlawful and unacceptable. ReFocus also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled students.

Detailed written records of serious incidents, including those requiring physical intervention by staff, must be reported to Paula Tucker who will maintain a record. Parents / carers will also be informed as soon as possible. All injuries will be recorded according to ReFocus' Health and Safety policy.

We believe the projected risk of such situations occurring at ReFocus is low. The provision of specific training for staff in the use of force or restraint has been completed by 4 members of staff and 2 additional members of staff are booked on a course.

ReFocus seeks to minimise the circumstances whereby such intervention would be necessary by:

- creating a positive, disciplined, and orderly atmosphere in ReFocus and providing students with a clear framework for good conduct;
- providing guidance and encouragement for students, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation.
- fostering positive working relationships between staff and students, creating an atmosphere of mutual respect and trust that is conducive to good order;
- ensuring students are aware they can approach their key worker or another member of staff in difficult circumstances and who can help resolve and de-fuse situations;
- planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

All staff members are issued with a Critical Incident Protocol, with procedures to be followed in the event of an emergency and contact telephone numbers for the appropriate staff members who will be able to provide advice and support. In circumstances where the member of staff believes that he or she may be at the risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

Staff should decide their actions based upon the potential for injury, damage or serious disorder should they decide not to intervene; the chances of achieving the desired results by other means; and the relative risks of physical intervention compared to other means.

Before using force, staff should (wherever practicable) tell the student(s) to stop misbehaving and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary. Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration, or as sexually inappropriate.

Circumstances that could justify intervention include:

- immediate risk of death or injury, such as a student running into a busy road or preventing a student threatening another with a dangerous object;
- a student attacks a member of staff, or another student;
- students are fighting, causing risk of injury to themselves and others;
- a student is committing, or is on the verge of committing, deliberate damage to property;
- a student is causing, or is at risk of causing, injury, or damage by accident, by roughplay, or by misuse of an object or materials;
- a student absconds from a lesson or school (this is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff / students or the good order and discipline of other classes;

Types of physical intervention that a member of staff could consider:

- passive physical contact, e.g., standing between students and/or blocking a student's path;
- active physical contact, e.g., leading a student by the arm, ushering a student away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

Following the incident, ReFocus will:

- investigate thoroughly and make a record of the incident, in accordance with the requirements of ReFocus Health & Safety policy and the Child Protection and Safeguarding Policy
- make the physical well-being of students and staff involved a priority, with appropriate medical care;
- seek to provide emotional and psychological support to all concerned where necessary;
- apply appropriate sanctions where necessary, according to the School's Behaviour Policy.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the Complaints Procedure. Where a member of staff has acted within the law in using force, the Department of Education guidance (August 2011) states that the onus is on the person making the complaint to prove that his / her allegations of excessive force are true – it is not for the member of staff to show that he / she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by ReFocus. Careful consideration will be given by the Head and senior colleagues to each individual case and its circumstances to decide the most appropriate course of action. If a decision is made to suspend a member of staff, then ReFocus will ensure that it fulfils its duty of care to that colleague; options for appropriate pastoral care will be offered, along with access to a named contact who can provide support.













