



ARROW VALE HIGH SCHOOL BEHAVIOUR POLICY

Recommended by:

AFO

Recommendation Date:

November 2025

Ratified by:

LAGB

Signed:

CHAIR LAGB

Ratification Date:

November 2025

Next Review:

Autumn term 2026

Policy Tier (Central/Hub/School):

**SCHOOL
(Arrow Vale)**



Statement of Intent

Effective learning for all students is our primary goal, allowing them to achieve outcomes which provide opportunities throughout their lives. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging students to become responsible members of society. In order for us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Students at Arrow Vale High School are expected to behave in a way which helps the school to be a pleasant, supportive and positive learning environment. To support them in doing this, our approach to behaviour management is founded in:

- **Setting the conditions for success**, ensuring students know what is expected of them and how to achieve it. We build relationships which support positive behaviour and enable excellent teaching.
- **Leveraging social norms**, using visible consistencies to promote community responsibility and an expectation of positive behaviour.
- **Establishing consistent routines**, maximising learning time in the classroom and minimizing the opportunity for poor behaviour to occur.

Objectives of policy

The purpose of this policy is to clarify the expectations the school has for students' individual behaviour and conduct, and the roles and responsibilities of students, staff, parents and governors.

Implementation of policy

The behaviour procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way, including how the school meets its legal duties as laid out in the Equality Act (2010), Keeping Children Safe in Education (2025), Behaviour in schools Guidance (2024), Suspension and Permanent Exclusion Statutory Guidance (2024) and the SEND Code of Practice (2024).

The behaviour expectations and processes are outlined in detail in **Appendix A**

Our rewards and sanctions are outlined in **Appendix B**

The responsibilities of our different stakeholders are outlined in **Appendix C**

The procedures for Reporting Bullying, Racist, Sexual, Homophobic and transphobic and biphobic Incidents are outlined in **Appendix D**

The use of reasonable force is discussed in **Appendix E**



Evaluation and development of policy

The policy will be developed through consultation with staff, students and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-Anti-Bullying policy, the Drug policy, the Safeguarding policy, The SEND and Inclusion Policy and the Exclusions policy. Students will be consulted about, and informed of, any changes to the policy.

Review cycle of policy

This policy will be reviewed by the school's Governors annually as statutory guidance recommends.



APPENDIX A

Behaviour Expectations and Processes

Students are expected to behave well in and out of lessons and travelling to and from school.

Our expectations are

- We value and celebrate the achievements of all individuals.
- We are ready for learning by having the right attitude, equipment and uniform.
- We believe that everyone should be allowed to learn without interruption.
- We believe that we should all listen to and respect all contributions, even if they differ from our own.
- We believe in respecting the rights of everyone to attend school, free from the effects of bullying, discriminatory or harmful behaviour.
- We respect our environment by looking after our classrooms, corridors and all other areas of school and its grounds.


Students thrive in an environment which provides clear and consistent boundaries and expectations, allowing them to focus their attention on the opportunities for learning. Every member of the school community has a role in promoting positive behaviour. Our approach is proactive and aims to prevent negative behaviour before it can impact our students and their learning.

Managing student behaviour in school is the responsibility of all staff. Classroom teachers remain responsible for the behaviour of students while in their classrooms and department areas, and proactive work in this area helps to support strong student-staff relationships. Support staff and processes are in place to empower classroom teachers to ensure positive learning environments.

Our behaviour expectations of students are codified into a simple to understand set of rules, which apply in the classroom and wider school. These have been created in conjunction with students and form the essential ingredients of a positive learning environment.

These expectations are both reasonable and achievable for all students and they are referred to as the L and O expectations.



 **The Arrow Vale Agreement**

Expectations Inside Lessons (L's)


L1 Be equipped and ready to learn.

L2 Have PRIDE in our work.

L3 Listen effectively and act on instructions without comment.

L4 Be focused on learning at all times.

L5 Give full answers which demonstrate our understanding.

 **The Arrow Vale Agreement**

Expectations Outside Lessons (O's)

O1 Wear correct uniform with pride.

O2 Treat each other and the school environment with respect. We do not litter.

O3 Be on time for schools and lessons every day.

O4 Move around the school calmly and sensibly.

O5 Keep mobile phones and smart watches SWITCHED OFF and out of sight at all times.

We believe that “Every Interaction with a Child is Crucial”

We Aim

- To develop students’ social and emotional wellbeing
- To allow students to express their individuality appropriately in the context of the school community.
- To ensure that students work safely at all times.
- To promote a kind and caring ethos in the school, its classrooms and the community.
- To develop the concept of self-regulation and reflection in behaviour



Behaviour out of school

Schools have the power to exercise discipline beyond the school gates. The behaviour expectations of Arrow Vale students are the same whether they are in school, taking part in any school organised or school related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as a student at the school. The expectations also apply to students involved in activities out of school which could:

- have repercussions for the orderly running of the school
- adversely affect the reputation of the school or pose a threat to another student
- pose a threat to another student, **member of staff** or a member of the public

In all of the instances above the same system of sanctions will be applied.

Peer on peer abuse, sexual violence or threats of sexual violence

Every student has the right to attend school, free from the effects of abusive or violent behaviour. These behaviours are never acceptable and any instances will be treated with the upmost seriousness.

Students who engage in abusive behaviour towards other members of the school community may be subject to suspensions and/or permanent exclusion, as laid out in our Trust Suspensions and Exclusions Policy.

Search and Confiscation

Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

However, only routine searches will take place in school. This could mean asking a student to empty their pockets and school bag, to remove their shoes and shake them out, and to remove outer clothing.

Further searches would only be conducted by the police. It is normal practice to have another member of staff to witness the search.

Any illegal or unauthorised materials will be confiscated and labelled.

If consent is not given, then it is likely that the police will be called. School property such as lockers can be searched if there is reasonable suspicion that dangerous or stolen items are there, and although consent for searching school property is not required, individuals will be made aware that such a search is taking place.



Prohibited items at Arrow Vale are:

- knives or weapons/Bladed Articles
- alcohol
- illegal drugs or Legal Highs
- shisha Pens/e-cigarettes/vape Pens
- stolen items
- tobacco or cigarette papers
- cigarettes
- cigarette lighters
- matches
- fireworks
- pornographic images or material
- recordings that would invade student and staff privacy
- laser Pens
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student).

This list is not exhaustive.

The school may also seize any item found which is considered to be harmful or detrimental to school discipline: this includes electronic images.

Return of confiscated Items

Where a banned item is confiscated, it will be returned to parents or carers, or may be destroyed at their request.

In unusual circumstances confiscated items may be available for students to take home at the end of the day, unless:

- returning the confiscated item is deemed inappropriate or dangerous
- when the confiscation is not a students' first offence.

In these circumstances it may be necessary to contact parents/carers for their support and to arrange an appropriate time for them to collect any items that can be returned.

Confiscated knives, weapons, items believed to be stolen, or illegal will be passed on to the police or disposed of by the school.

Bringing banned items into school may result in a fixed or permanent exclusion.



Behaviour Support Plans and Pastoral Support Plans

Student Support staff monitor the behaviour of all students, and where deemed appropriate, students may be made subject of a Behaviour Support Plan (BSP). The aim of a BSP is to intervene and support a student in improving their behaviour and to try to avoid suspension or exclusion.

Parents will be contacted to attend a meeting when such a plan is put into place.

The BSP focuses on a student's strengths and areas of concern. It also includes a set of targets for the students and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, PCSO support, SEND input or the School's Attendance Officer, who may be able to offer extra targeted support for the student.

Students who have issues apart from or alongside their behaviour will be subject to a Pastoral Support Plan. For example, students with health issues affecting attendance and learning would be placed onto a Pastoral Support Plan which focuses on a student's strengths and areas of concern. A PSP also includes a set of targets for the student and builds in regular reviews. The PSP will take into account all issues and set out an achievable and realistic support for the student to make their way back to full education. Like the BSP, a number of internal and external resources may be used.

Malicious complaints

The school will take very seriously any allegations made against school staff. Where these are found to be malicious, the perpetrator(s) should expect a severe sanction. The Principal will take the decision on whether to apply an appropriate sanction, which could include suspension or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Recording behaviour incidents

All significant behaviour incidents are recorded initially on the school's behaviour management system or Edulink.

Staff are expected to build a picture of an individual student's behaviour, depending on their role, for instance as a Director of Learning and Standards (DLS) or as a Form Tutor. This helps to ensure that promoting positive behaviour is the responsibility of all staff in the school.

Student Support Leaders are expected to interrogate behaviour data rigorously, and to develop appropriate plans for individuals and groups in need of intervention. The team will also use data to identify any more general behaviour issues in order to tackle them.

Recording good behaviour and success.

Rewards are logged and are also scrutinised fully, in order to ensure consistency of reward with high frequency. We aim to ensure a high expectation, high reward culture in school.



Reporting Bullying, Racist, Sexual Harassment, Sexual Violence, Homophobic, Biphobic and transphobic incidents and incidents of religious intolerance.

At Arrow Vale High School we do not accept any reason for Bullying, (including prejudice based, discriminatory or cyber) Racist, Sexual Harassment, Sexual Violence, Homophobic and / or religious intolerance incidents. As a school we have a separate reporting and tracking protocol. **Please see Appendix D** which outlines the protocol to be followed when reporting, together with the sanction, interventions and support that can be put in place for both the victim and the perpetrator.



APPENDIX B

Rewards

Rewards form an important part of a school's behaviour system, helping to establish patterns of desired behaviour and supporting students' extrinsic motivation.

Our rewards system is centred on our Houses, with house points forming the backbone of the system. Students will be awarded house points for a range of positive behaviours.. House points are monitored regularly, and students will be issued with certificates for reaching certain thresholds. House points also form part of the criteria in selection for participation in whole cohort rewards. The required criteria will be published to students in good time to allow them to collect sufficient house points.

Positive comments, written, verbal and non-verbal communications, do much to encourage positive behaviour and a determination to do well, while building positive student-staff relationships. Staff will communicate student successes with parents/carers and the students themselves.

In addition to rewards for in class behaviour, students may receive rewards for:

- 100% Attendance
- Most improved attendance
- Best tutor group attendance
- Additional community and whole school contributions
- Representing the school in sports or competitions
- Academic performance

Other rewards that students may receive include:

- Positive phone calls home
- Positive letters sent home
- Student of the Term certificates
- Student of the Week certificates
- Praise postcards
- Whole cohort rewards such as breakfast events, music performances and activity afternoons.
- External activities selected by students, such as cinema trips, bowling or theme park trips.
- Principal's Tie Awards
- Spotted cards

These are kept under review and are developed in consultation with students



Sanctions

For the small number of students who behave in an inappropriate way, the school makes use of a range of sanctions.

The level of sanction applied will be proportionate to the behaviour displayed, relevant behavioural history and any mitigating factors such as SEND needs.

Schools have a statutory power to detain students in a detention for up to an hour after school on the day a behaviour occurs, or at a later date. At Arrow Vale, we recognise the importance of clear communication with parents and carers and will not apply a detention after school without sending notification through either Edulink, phone or email.

It is the responsibility of all parents/carers and students to ensure they regularly check Edulink and email communication to ensure detentions are not missed.

Where a sanction is not completed, it may escalate to the next level of sanction in the ladder.

Sanctions which the school may apply include:

Sanction	Who can apply?
Reprimand	All staff
Personal break/lunch detentions 10-20 minutes	All staff
Late Detentions (Late to school)	Student Support Team
After School detention (30 minutes)	DLS, Student Support Team, SLT
After School Detention (50 minutes)	Detention staff, Student Support Team, SLT
Community Service Detention (50 minutes)	Student Support Team, SLT
Refocus	Student Support Team, SLT (following investigation)
Suspension	Authorised by the Principal
Department Report	Class teacher with DLS
Form Tutor Report	Form Tutor, with HoY
Head of Year Report	Student Support Team/SLT
SLT Report	Student Support Team/SLT



Removal of Privileges or access to School Trips

Poor student behaviour may also result in the loss of privileges or access to school trips, especially where that behaviour suggests that the student may not behave in a manner conducive with the successful running of the activity or the enjoyment of other students. This may include removal from programmes such as the Duke of Edinburgh Award or the Year 11/Year 13 Prom.

Suspensions and Exclusions – Please read in conjunction with the Suspensions and Exclusions Policy

Suspensions and exclusions are only used in cases where there has been a significant breach of the school rules.

Internal Exclusion means that a student will be supervised in the Internal Exclusion Unit for the entire day. They will be sent work from their teachers or will access work from their shared area via a computer for that day and will be expected to reflect on their behaviour. If a student does not complete a successful day then the re focus maybe extended. Only members of the Senior Leadership Team can make the decision to place students in Internal Exclusion.

Suspensions are decided by the Principal or Head of School (or SLT member when deputising). All suspensions are followed with a readmission meeting which should be attended by the child and their parent(s)/ carer. Any suspension served will take into account the circumstances of each child and a safe and well check will be made with exclusions over three days. In the reintegration meeting a plan for the student's future behaviour is agreed.

Permanent exclusions are subject to a legal procedure. They are recommended by the Principal and a Governor Disciplinary Panel is arranged to consider whether to uphold the decision.

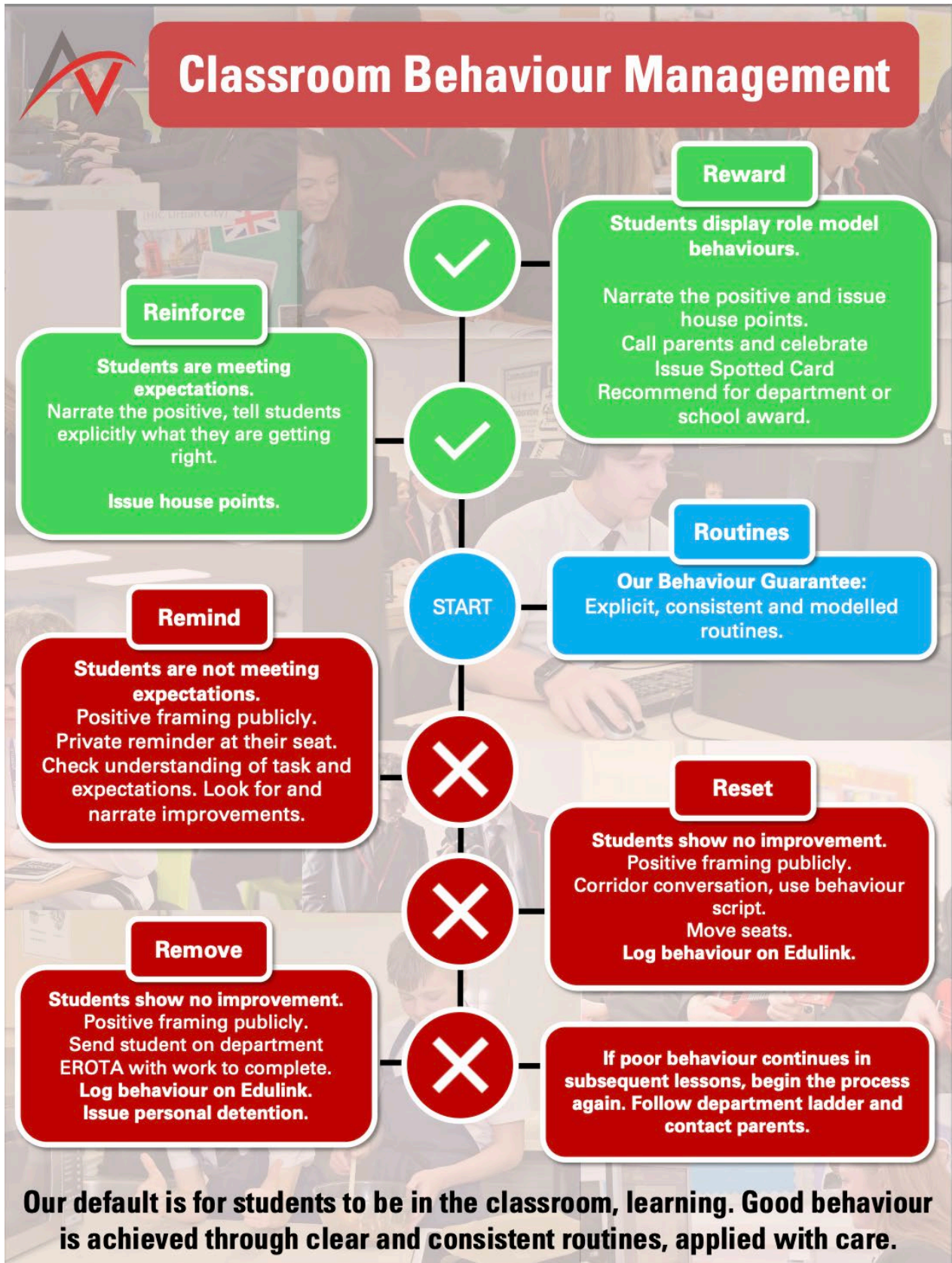
Support

It should be noted that on occasions students misbehave due to extreme personal difficulties. Staff dealing with such students will ensure that the right type of support is in place and, as a result, sanctions may vary from the set pattern. The Student Support Team will work to ensure that poor behaviour is not repeated.

Any staff who are experiencing difficulty in managing student behaviour will receive intensive support and coaching.



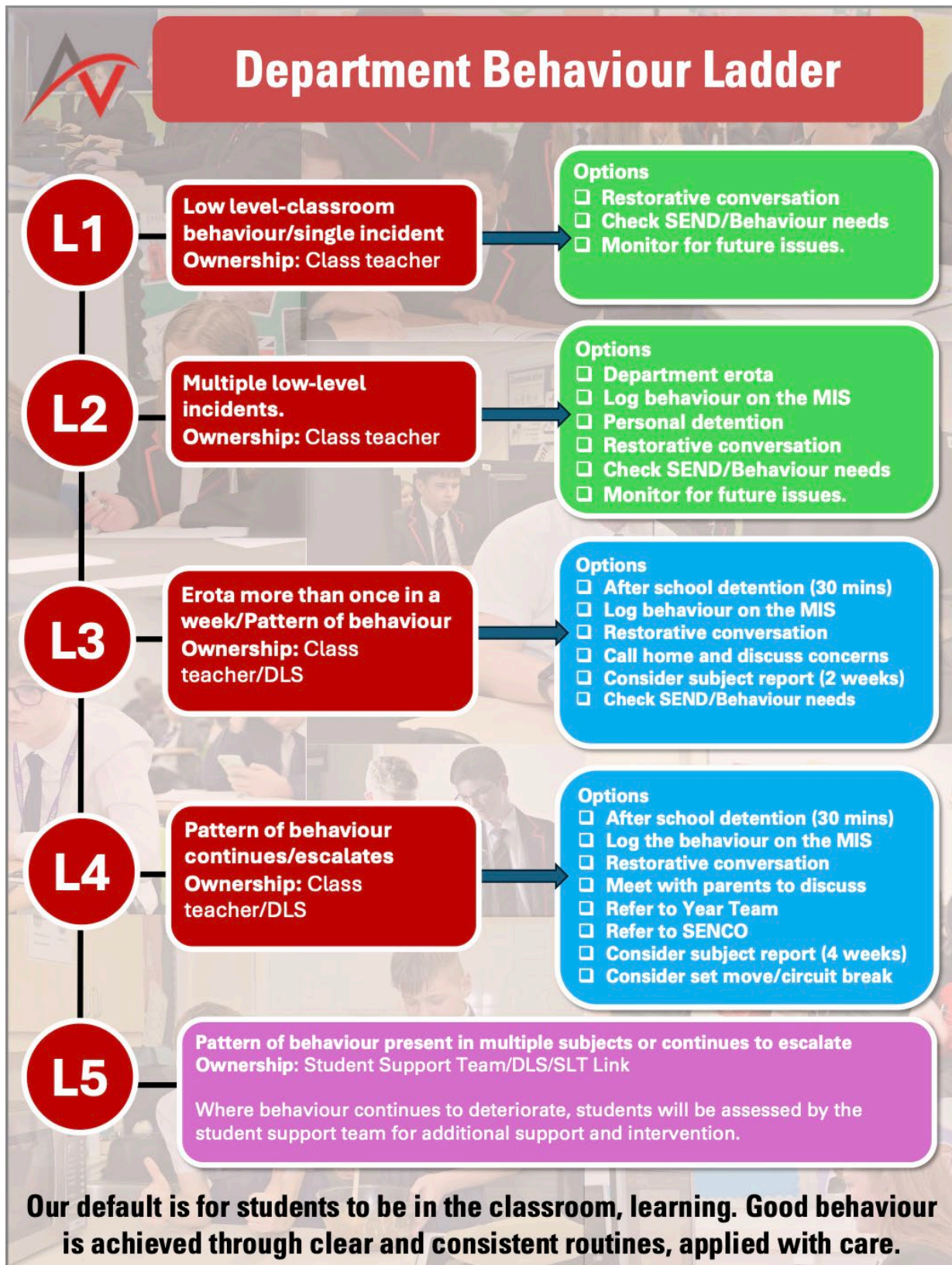
The Behaviour Management Ladder





The Department Support Ladder

Where classroom behaviour management strategies are not successful in supporting a student to make positive behavioural choices, there are a number of strategies available which make up the department support ladder.





Please Note: Student behaviour which impacts the safety, welfare or learning of others may escalate through the behaviour ladder or trigger immediate actions outside of the normal process.

Student Support Graduated Response

In addition to the ordinarily available behaviour management processes, the Student Support Team operate a range of strategies and interventions to support those students who need a tailored approach.

Provision of these strategies is decided in partnership with the whole team around the child to ensure the correct support is offered to help manage their behaviour.

Support may include group or individual behaviour interventions and mentoring, counselling, bespoke rewards programmes, temporary or permanent modification of courses, family support or referrals to external agencies for additional support.



APPENDIX C

Responsibilities

The Governors are responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of good behaviour and for reviewing it at the appointed review date.

The Student Support Lead is responsible for leading the development of behaviour and attitudes and for co-ordinating support from outside agencies.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will support staff in dealing with poor behaviour and encourage staff to use strategies to avoid such behaviour. They will monitor behaviour in the whole school and offer support and training to deal with any behaviour issues.

Year Team Leaders and Heads of Year are responsible for dealing with matters within their 'year team' (and beyond as required to meet the needs of the team), supporting staff in their use of rewards and sanctions and seeking support for those students whose behaviour is deteriorating. They will also identify issues which arise in their year groups and seek appropriate support for staff and students. They are responsible for liaising with outside agencies and offering support within school for students where emotional issues may be affecting their behaviour.

All staff are responsible for applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all students. As role models to students, staff model high standards: being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with students, colleagues, parents and members of the community.

Students are responsible for their own behaviour and for adhering to the School and Classroom Expectations. They will be expected to be polite and respectful to all staff and students; to allow learning to take place; to wear their school uniform correctly; to arrive to lessons properly equipped; and to treat all property and surroundings with respect.

Parents are responsible for supporting the school to realise its high expectations of achievement and behaviour. They are encouraged to work in partnership with the school and to support the Home School Agreement.



APPENDIX D

Dealing with Bullying, Racist, Sexual violence/harassment, Homophobic, Transphobic, Biphobic and incidents considered to be Peer on Peer Abuse or Religious Intolerance.

Statement of Intent

At Arrow Vale High School we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying, Racism, Peer on Peer abuse, homophobic, transphobic and biphobic abuse of any kind will not be tolerated in our school. We are a Reporting school. This means that anyone who knows of any incident or anything happening is expected to report and tell school staff. All children have an absolute right to be educated in a safe and secure environment. All students must be aware of the distress these incidents can cause and not be mere bystanders.

The School's Approach to Dealing with Bullying, Racist, Sexual violence/harassment*, Homophobic and incidents considered to be *Peer on Peer abuse* or Religious Intolerance.

The school recognises the importance and value in dealing with the issue of Bullying, Racist, Sexual Harassment, Sexual Violence, and Homophobic incidents and incidents considered to be *Peer on Peer abuse* or Religious Intolerance. The school expects all members of its community to be aware of any incidence and know what action to be taken. There is no justification whatsoever for this behaviour and it should not be tolerated in any form. Bullying, Racist, Sexual and Homophobic incidents are an issue for both bully and the victim. Both parties will be dealt with in positive and constructive ways which provides opportunities for change Restorative Justice and development for the bully and victim alike.

The school recognises and values the home / school partnership in dealing with these incidents. Effective management of these incidents is a shared responsibility involving all adults who work in school, students and parents.

The school has guidelines and actions to deal effectively with the victims and those responsible for Bullying, Racist, Sexual and Homophobic incidents.

*Please see Safeguarding Policy- Sexual Violence and Sexual Harassment, Peer on Peer abuse are safeguarding concerns therefore these are also found in the safeguarding policy.



Prevention

The issue of Bullying and discriminatory behaviour will be raised with students at a number of levels as keeping all students safe is a clear priority for our school:

At a whole school level – through assemblies, themed weeks, school council and parental engagement.

At classroom level – during tutor time and through the learning for life curriculum.

At an individual level – students who are victims of bullying, racist, sexual and homophobic, transphobic and biphobic incidents will be offered additional support and guidance. Students who have instigated bullying, racist, sexual and homophobic, transphobic and biphobic incidents to others will be given restorative strategies to enable them to bring their unacceptable behaviour under control and prevent further incidents.

School recognises that there are particular times when students may be more vulnerable to these incidents– lunch and break times, beginning and end of the school day and on the way to and from school. Arrangements will be made to ensure that at such times support is put in place to reduce the risk of bullying, racist, sexual, homophobic and transphobic and biphobic incidents.

Students will be positively encouraged to talk to staff about incidents of bullying, racist, sexual homophobic, transphobic and biphobic incidents.

Parents who believe their children are the victims of bullying, racist, sexual and homophobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future.

Similarly, if parents believe that their children are instigating bullying, racist, sexual and homophobic, transphobic and biphobic incidents this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring.



Protocol

The school follows a set procedure in an attempt to address any suspected or reported incidents of bullying, racist, sexual, homophobic, transphobic and biphobic incidents

In all such cases the school reacts firmly and promptly in accordance with the following guidelines:

1. Any student who has knowledge of an incident of bullying whether directed personally or towards others should enlist and receive the support of a trusted adult. Where possible information will be confidential.
2. All adults working in school should be vigilant both in class and around the school. Any student who feels threatened for any reason should be listened to, taken seriously and given appropriate support.
3. Cases should be directed for prompt attention in the usual route: - Class teacher → Form tutor → Student support staff → Senior Leadership team. All incidents of bullying, racist, sexual, homophobic transphobic and biphobic incidents should be logged under the relevant O2 log on Edulink or Arbor. These incidents are the subject of a nightly report, which is analysed by Student Support staff and actions identified.
4. An early enquiry should be instigated with evidence from witnesses and victim(s) as appropriate and parents notified as soon as possible (within 24 hours) that an incident occurred in school.
5. Where there is proof or strong suspicion parents of both parties should be involved at an early stage.
6. Assistance of Support Services (e.g., mentoring, counselling, behaviour refocus) should be enlisted at an appropriate stage in order to help counsel the victim in appropriate ways of counteracting bullying, racist, sexual, homophobic and transphobic and biphobic incidents and where necessary to advise on the adoption of strategies to modify behaviour of the instigator.
7. The Police will be involved where necessary.
8. Sanctions should be operated in cases where bullying is proven. These may include: -
 - Detentions
 - Education of the bully regarding issues such as racism, sexism, disabilities, SEN and homophobia



- Restorative Justice Engagement with the instigator to reinforce the message that bullying is not acceptable
- Withholding participation in sporting or out of school activities
- On report to Form tutor, Head of Year / Year Team Leader or SLT
- Signing of a **Behaviour** contract
- Removal from class, group or set
- Internal exclusion
- Exclusion from school at specific times e.g., lunchtime
- Fixed Term Exclusion from school
- Permanent Exclusion from school

Post Incident Response for Victims of Bullying

We intend to offer a proactive, sympathetic and supportive response to the victims of bullying, racist, sexual and homophobic incidents. Each case will be taken on an individual basis. The exact nature of the response will be determined by the student's individual needs and may include: -

- Positive reinforcement that reporting the incident was the correct thing to do
- Sympathy and empathy - Restorative Justice
- Strategies to stop future incidents
- Counselling ▪
Befriending
- Assertiveness training
- Extra supervision and monitoring
- Creation of a Support Group
- Peer mediation / mentoring
- Informing and involving parents
- Arrangements to review progress
- Parents contacted daily or weekly to update on progress

The recording of Bullying, Racist, Sexual violence/harassment, Homophobic, Transphobic and Biphobic Incidents

All confirmed incidents of bullying or discriminatory behaviour will be recorded as a behaviour log for the relevant student.

A separate log of all bullying and discriminatory behaviour will also be maintained by the Student Support Team, allowing for the monitoring of trends and proactive actions to prevent future instances. This will be reported on regularly to the Governing body.



APPENDIX E:

Positive Handling and reasonable force

There may be circumstances when it is appropriate for staff within the School to use reasonable force to safeguard children, young people and adults.

Safer handling is the **positive** application of force with the intention of protecting the child from harming themselves or others or seriously damaging property. The term 'reasonable force' covers the broad range of actions used by most school staff at some point in their career that involves a degree of physical contact to control or constrain students.

The Department for Education believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their students. It encourages Principals, Governing Bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a student is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury;

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Where possible, the expectation is that Arrow Vale staff will exhaust all behavioural management strategies before they physically intervene. Where and when there is time, the physical interventions should be viewed as a "last resort option" for staff. School staff should always try to avoid acting in a way that might cause injury to a student.

Deciding whether to use force

Before using force, staff should - where practicable - try and de-escalate the situation by telling the student to stop misbehaving. It should be made clear with calm language that as soon as the need for force ceases, it will stop.

Appropriate use of force will range from physical passive presence in between students, to blocking a student's path, ushering them by placing a hand in the centre of the back, leading them by the hand or arm, to in more extreme circumstances using appropriate restraining holds. Particular attention will be given to individuals' needs which arise from an SEN, EHCP, SEN support needs/ learning barriers or disability.



Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

Arrow Vale Staff will not block a student from leaving a room unless their doing so may lead to injury or damage to the student, another student or property.

When can reasonable force be used?

As a general rule staff should only use force when:

- Used as a last resort when other behaviour management strategies have failed or when students or staff are at risk;
- The potential consequences of not intervening are sufficiently serious to justify it;
- The chance of achieving the desired outcome by other non-physical means are low;
- And the risk associated with not using force outweighs the risk of using it;

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To control students or to restrain them;
- to prevent students from hurting themselves or others, from damaging property, or from causing disorder; to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- in situations where a student (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit; to restrain a student at risk of harming themselves through physical outbursts.

Reasonable force cannot be used:

- to prevent a young person from leaving the classroom because you want to reprimand them
- to physically control or restrain as a punishment.



It is of note that the use of physical contact to meet the needs of some of our students is acceptable and identified within personal plans for example a wheelchair user would be contacted via lifting into a hoist or chair.

Any Physical restraint/ positive handling outside of these plans would always be reported and recorded by the member of staff to the Designated Safeguarding Lead and recorded in the positive handling log book.