

Behaviour Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The 'School Standards and Framework Act 1998', 'DfES Guidance for Behaviour and Attendance' and 'Every Child Matters' Keeping Children Safe in Education September 21, Sexual violence and sexual harassment between children in schools and colleges September 21- have been considered during this policy's development. Alongside this, the views, opinions and experiences of every staff member have been considered during this policy's development.

Owner: CF/WCF/KDH/6MA

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
March 2014	March 2015	April 2015	2	April 2016
		October 2016	3	October 2017
		October 2017	4	October 2018
		October 2018	5	October 2019
		November 2019	6	November 2020
		May 2020	7	May 2021
	GRW Review (CF)	February 2021		
	GR6 Review (MA)	February 2021		
	GRK Review	February 2021		
	Overall Review (CF)	February 2021	8	February 2022
		September 2021	9	September 2022
	GRW Review (CF)	January 2022	10	February 2023
	GR6 Review (MA)	January 2022	10	
	GRK Review (BT)	January 2022	10	
	Overall Review (CF)	January 2022	10	January 2023

Purpose

The Green Room School's Behaviour Policy was considered closely during the drafting of this document. This policy is intended to reflect the ethos of The Green Room School with regards to behaviour, it is also intended to aid staff in their understanding and application of behaviour principles. These principles are backed by the Trustees of The Green Room Foundation Ltd. i.e. the staff of The Green Room School have the full support of The Green Room Foundation Ltd. Trustees.

Principles

- Appropriate behaviour is expected, no exceptions. The Green Room School is the last resort for the vast majority of its pupils and that fact feeds said expectation. If a pupil wants to be at any Green Room provision - behave appropriately, no exceptions.
- All guidelines relating to behaviour are in place in order to build the character and substance required to be a good person inside of school, outside of school and for the rest of the pupils' lives.
- The Green Room's Values of Curiosity, Change and Kindness relate directly to expected behaviours and are laid out in the School Behaviour Policy, which has been drafted with consideration of this Written Statement. They are also explained to every pupil and are displayed around the School. This allows consistent application.
- Inappropriate behaviour is quashed immediately.
- Discrimination in any capacity (race, gender, ability etc.) is simply not tolerated. (See Behaviour Policy)
- The Green Room School's sanctions with regard to behaviour are laid out in the Behaviour Policy and are understood by all staff and pupils.
- Safety and a sense of safety are paramount and are directly related to behaviour.
- Any illegal activity will result in the Police being contacted and potential permanent exclusion.
- Through the application of these Behaviour Principles every pupil comes to know, without doubt, that The Green Room School is considered a safe place. Any behaviour that threatens that safety is not tolerated.

Overall Expectations

The Green Room School's behaviour policy and pastoral support system underpins its curriculum where its clear set of values and standards are upheld and demonstrated throughout all aspects of school life (Please refer to Curriculum Policy). It should be noted that the behavioural expectations of each pupil constantly evolve. It is the expectation of The Green Room Schools that every pupil behave in a manner dictated first and foremost by acceptance. Acceptance of fellow pupils, acceptance of all staff and acceptance of the reality of their current academic, social and emotional situation. The Green Room School acknowledges that something has gone wrong as far as mainstream schooling is concerned, with every pupil. The pupils' acceptance of that fact is paramount to their understanding of the behaviour expected at The Green Room School. Behaviour is built around the fact that every pupil who attends The Green Room School has an unshakable desire to be there and to make a change.

If a pupil wants to be at any of The Green Room Schools then their behaviour has to be exemplary. The Green Room does not look at pupils' behaviour in terms of 'good' and 'bad'. Rather, there is the expectation that every pupil will interact with others in an accepting and caring manner, and a sequence of events which would commonly be labelled 'bad behaviour' is in fact an opportunity for growth and further understanding of that pupils' world, beliefs and morales.

The expectation that every pupil will interact with others in an accepting and caring manner is the environment in which social development, academic success and the betterment of the school as a whole, can flourish and every member of staff will do all they can to encourage that expectation. If a pupil's behaviour is affecting another pupil in a negative manner, that is simply unacceptable.

The Green Room advocates a simple set of guiding Values that provided the basis of pupil behaviour:

- Curiosity
- Change
- Kindness

These Values, however, run deeper than just a guideline for pupils. With staff also adopting and demonstrating these school Values at every opportunity it enables a culture of community, not rules-but reasons to be here and permanent exploration to be embedded. The Green Room School does not use a School Code of Conduct, believing them to typically be too long, too specific and authoritarian. However, this is not to say that the Green Room School does not have expectations, standards and rules. They are outlined below.

Expectations and Standards for Pupils at The Green Room Windsor/Kingsley/GR6/WINGS

- Embrace change
- Be curious
- Be kind and polite
- Behave appropriately
- Respect the school environment
- Be on time, be in lessons
- Mobile phones handed in
- Be safe

Expectations and Standards for Staff at The Green Room Windsor/Kingsley/GR6/WINGS

- Support and challenge all pupils
- Model appropriate behaviour at all times
- Be consistent and fair
- Acknowledge the accomplishments of all pupils

Expectations of Parents, Carers and Families

- To collaborate, in a domestic sense, with the beliefs and morals that The Green Room School is instilling in their child.
- To always be open to the lines of dialogue (Phone Call, email, text, face to face chat e.g. when a pupil is picked up/dropped off) needed to maximise an understanding of good behaviour.
- To respond immediately to situations where the views of the school in regard to behaviour can be enforced at home.

Attire / Appearance

All Green Room Schools have a clear stance on the types of clothing which are unacceptable in school under any circumstances. This includes items which:

- Could potentially encourage factions* (e.g. football colours).
- Could cause offence (eg anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fit clothing, dangling earrings.
- Are of flammable materials which may be a danger in certain cases.
- Could cause damage to floors.
- Carry advertising, in particular for alcohol or tobacco.
- Could be used to inflict damage on other pupils or could be used by others to do so.
- Are overly revealing
- Are inappropriate e.g. onesies, pyjamas, slippers
- Have any reference to illegality e.g. drugs & weapons

In general, the guidance should be that clothing is unacceptable if it could disrupt the normal operation of the school or cause damage, injury or offence.

The Green Room Schools encourage pupils to dress in a way that makes them feel confident and comfortable, whilst maintaining appropriateness. Immediate response to changes in fashion may require staff to apply their judgement to ensure appearances are acceptable and reasonable.

Behaviour During the Period of the Coronavirus

Coronavirus Safety processes are on posters at all entry points and other points around our schools. Safety guidelines are regularly shared with parents.

Expectations of Pupils: Follow processes specifically put in place for everyone in relation to the Coronavirus.

Expectations of Staff: Put in place and follow processes specifically put in place for everyone in relation to the Coronavirus.

Unintentional breaches will be subject to sanctions (under the terms of this policy) which will act as an additional reminder. Intentional breaches are considered Serious Incidents under the terms of this policy.

Rewards

Rather than 'merit' or 'credit' systems, The Green Room School believes in tangible rewards based around the pupil's personal interests and positive relationships. Staff come together each week as well as passing on updates throughout the day and thus, a clear picture of every pupil's behaviour is constantly developing and continually discussed.

Merits, for instance, can be a source of bullying as well as jealousy and hold limited relevance to the real world. Positive contributions to the school and the school day are always praised. Opportunities and praise are the outcome of effort, appropriate behaviour and good attendance and all of these things are rewarded with attention, à la the 'nurtured hearts' approach with an aim to develop a sense of pride (as well as awareness) in all pupils. Appropriate and positive behaviour is rewarded with attention; it is not simply belittled with a 'gold star'.

GRW - GRW runs one Rewards Trip each half term. The 'Level Up's' and 'Negative Incidents' of each pupil are recorded in Arbor daily and the three pupils who lead the school in Behaviour Data are invited on the Rewards Trip.

GRK - As part of the school reward system, pupils are awarded points for their effort, behaviour, achievements and instilled Values (Level Ups). The pupil who has required the highest Net Score of Level Ups/Incidents is awarded 'Pupil of the Week'. Staff also make nominations for 'Work of the Week' and 'Values of the Week'. Each pupil who is awarded one of the above receives a GBuck. In the lower school (KS3) pupils need to accumulate a total of 3 GBucks prior to receiving an individualised reward of their choice. In the upper school (KS4) pupils need to accumulate 5 GBucks to receive a reward of their choice. All rewarded GBucks are celebrated with a 'Postcard Home'.

GR6 - GR6 students' behaviour is recorded each day with Level Ups and Negative incidents logged in Arbor. Each week at the GR6 staff meeting, students' behaviour is discussed and the data are reviewed. Staff also discuss the work carried out by the student body over the previous week, and decide which examples deserve further praise and celebration. After this discussion, a Pupil/s of the Week and Work of the Week are decided upon, plus honourable mentions in birth categories. These awards are then presented to students on Tuesdays during the GR6 Morning Meeting.

Trips

Occasionally the pupils' day at The Green Room School will include off-site activities. In such cases staff will stress that pupils maintain the behaviour standards expected on-site, but also ensure pupils are made aware of any external behaviour expectations.

At GRW, a pupil who resides 'below the line' in terms of overall Behaviour Data (more Negative Incidents than Level Up's) will not be invited on an off-site school trip.

Reporting

Staff use Arbor to record pupil Level Up's and Negative Incidents. This data is compiled and delivered to all staff weekly. The data provides an overview of general full school behaviour and indicates the 'Pupil of the Week' (the pupil who has acquired the highest Net Score of Level Up's/Negative Incidents).

The same data is delivered to all pupils in Circle Time weekly with the aim of firstly, highlighting the example set by the 'Pupil of the Week' but also to provide impetus for whole school behaviour going forward. The overall intention is to deliver praise and celebration where it is due.

Bullying

Definitions of Bullying

The Green Room is thorough in its approach to ensure its pupils are aware of how bullying is defined in order to further aid the prevention of bullying. The Green Room School defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, often aimed at certain groups, for example; because of race, religion/belief, gender, sexual orientation, age, or disability (prejudice-based and discriminatory bullying)

- Bullying includes face to face interactions and cyberbullying.
- Further details in regard to definitions of bullying, cyberbullying, prevention of bullying and reporting of bullying can be found in The Green Room Anti-Bullying Policy

Reporting Bullying

Incidents of bullying witnessed by staff are reported using the Behaviour tracking-system (Arbor) and are assigned either a Level 1 or Level 2 severity.

Regardless of Level of severity, incidents of bullying will be picked up by a member of the Senior Leadership Team (SLT) immediately as a result of a Notification.

Once a member SLT receives a Notification of an Incident of Bullying the individuals involved will be spoken to immediately, in order to gather facts based around the information given in the reported incident.

The member of SLT will act on the facts and information that has been gathered around the incident (often parents/guardians will also have been informed and asked for input during this stage of the process).

Following the member of SLT taking action, the issue will then be marked as Resolved in the Behaviour Tracking System (Arbor) if, indeed, the bullying incident has been resolved and all the concerned parties agree.

Preventing Bullying

Above all else, staff vigilance is the key to preventing bullying occurring in the first place. A high staff to pupil ratio is key to The Green Room maintaining a clear picture of the harmony within the school environment. The family atmosphere that is carefully and continually cultivated through an ever-present dialogue between all members of the school community which is guided by the school's three core Values of Kindness, Curiosity and Change provides the foundation for a climate of understanding, empathy and trust.

Bullying is explored and tackled head-on through the school curriculum. Specific and mandatory units within the PSHE syllabus, the Green Room' own devised session (Who Are You?), as well as specialised Circle Time's (assemblies) on National occasions e.g. Anti-Bullying Week allow the school's expectations and boundaries around bullying to be made clear to all pupils throughout the school year.

Dedicated Anti-Bullying material is made available to all pupils throughout the school year, for instance: posters, leaflets, articles, and pupils are made aware of the external organisations that provide support and advice in regard to bullying:

- Anti-Bullying Alliance
- Bullying UK
- Childline
- The Diana Award
- Internet Matters
- Kidscape
- The UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)

Drugs and Alcohol

A pupil may be given the opportunity to provide a urine sample under medical supervision if involvement with illegal drugs is suspected, or a sample of breath to test for alcohol consumed in breach of school discipline. All reasonable efforts will be made to contact the parents/carers and to seek their agreement first in such circumstances. A sample or test in these circumstances will not form part of the pupil's permanent medical record. (See Drugs Policy)

Pupils' bags are always searched before residential trips. If drugs or alcohol are found they are confiscated and the pupil is excluded from the trip. Parents/carers are informed and this is logged in Arbor.

Leaving the premises without permission

Leaving the premises without permission is a serious breach of School rules and has the potential to put the pupil in danger. If a pupil does leave the premises the procedure in the Missing Pupils policy will be followed, and Sanctions will be at the discretion of the Head of School, see below for Sanctions, Discipline and Exclusions.

Sexual Violence and Sexual Harassment between children

Please see section 3.9 of the [Child protection](#) policy for definitions for The Green Room's policy and actions taken in the event of sexual harassment or violence.

Staff understand that sexual violence and abuse can happen anywhere, including at The Green Room and always address inappropriate behaviour even if it appears to be relatively innocuous, as this can be an important intervention that helps prevent problematic abusive and/ or violent behaviour in the future. All incidents of this nature are logged in CPOMS - please see Actions taken section of paragraph 3.9 in the [Child protection](#) policy.

HSB

Harmful Sexual Behaviour is a useful umbrella term for problematic abusive and violent sexual behaviour which is developmentally inappropriate and may cause developmental damage.

All DSLs and deputies undertake training in HSB.

Pupils Reporting Harmful Sexual Behaviour

Pupils are aware and confident in the knowledge that they can report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously. Pupils can report to a staff member or directly to the DSL or deputies. There is always an opportunity to talk to their Therapist/ Counsellor, to staff during tutor time or weekly coaching sessions.

Staff to pupil ratio is high and relationships between the two are good and as such, staff are aware of any changes or unusual/ challenging behaviour exhibited by pupils that might indicate that something is wrong. Staff are trained to take appropriate action in accordance with our Child Protection Policy if a pupil reports abuse or a staff member overhears a conversation suggesting a child has been harmed.

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If a report is shown to be deliberately invented or malicious, disciplinary action is taken appropriately as per our five step sanctions and our Discipline and Exclusions steps below.

Supporting a perpetrator

It is important that the perpetrator(s) is also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour is an important intervention that helps prevent problematic, abusive and/ or violent behaviour in

the future. The Green Room operates a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable, it will not be tolerated and it will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. We maintain a very clear stand with this approach as some of our pupils may struggle to understand. The Green Room will never dismiss or tolerate such behaviour as this risks normalising and accepting them.

Recording

All records are kept in CPOMS and reviewed by the DSL or deputies so that potential patterns of concerning or inappropriate behaviour can be identified and addressed.

Malicious Activation

Malicious activation of the fire alarm is defined as deliberately activating or causing another person to activate the fire alarm without suspecting a fire or other emergency. This action constitutes a disciplinary offence and will be dealt with by the Head of School (See below)

S.W.A.T

The Green Room School uses a system of day to day Behaviour Management called S.W.A.T (State the behaviour type being displayed/Warn of the consequence if the behaviour continues/Administer the consequence if the behaviour persists/Transfer out of the room/lesson/session and contact a member of the School Senior Leadership Team).

A key element to the SWAT process is the understanding of the word ‘consequence’. This word has deliberately been used, as opposed to, for example, the word ‘punishment’. Undesirable or inappropriate behaviour has consequences, not necessarily punishments. *You have behaved like this, therefore this is the consequence. It is not a punishment, but it is consequential.*

Examples of consequences:

- Remaining behind/returning to class at lunch time in order to complete tasks/classwork that was set/make up time that was lost on account of the pupil
- Loss of SoundCloud/YouTube privileges
- Loss of Chromebook privileges all together
- Moving seats within the classroom
- Tea/Coffee/Breakfast privileges
- Re-enter a classroom
- Leave the room, go to a specific place within the school, and ‘cool off’
- Loss of Headphones
- Explain/justify behaviour after 5 minutes out or at lunch time
- Miss certain sessions e.g. Circle Time
- In GR6, students’ privilege to leave The Swan premises at lunch time may be revoked.

Sanctions

The Green Room Schools will always seek to reason before punishing a pupil. Immediate growth and understanding are the after-effects of any incident that The Green Room looks to achieve, not punishment for punishment’s sake. We look to offer a solution, not simply to highlight how the pupil has misbehaved. Staff will always try:

- Reasoning with the pupil
- Therapeutic / Behavioural Intervention
- Meeting with parents

If the pupil continues to show an incapability for expected behaviour they no longer have the privilege of attending The Green Room.

Any illegal activities will be reported to the Police immediately.

Discipline and Exclusions

The Green Room attaches importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. All pupils are expected to take a full part in its activities, to attend each school day, to be punctual, to work hard, to follow the school's behaviour code and to comply with school rules.

The Head of School (and other members of staff acting on their behalf) have authority to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the school community as a whole. This policy applies to all students when they are on school premises or in the care of the school, or otherwise representing or associated with the school.

The Head of School is entitled to exercise a wide discretion in relation to the school's policies, rules and regime and will exercise those discretions in a reasonable and lawful manner, and with procedural fairness when the status of a pupil is at issue.

In implementing this policy, any individual needs of pupils will be taken into account and reasonable adjustments made where appropriate in the management of challenging behaviour or the application of sanctions where a pupil has a special educational need or disability. Staff should consult with the Head of School if they are unsure as to whether reasonable adjustments should be made.

Serious Incidents

If a series of incidents, repeated misbehaviour or a serious incident occurs, goes against the expectations of the school or behaviour puts the safety of the pupil or other pupils at risk, it is at the Head of School's discretion to temporarily or permanently exclude the pupil. This type of incident is always recorded on an incident report form.

If an incident occurs which justifies a fixed term exclusion the pupil is to be isolated from all other pupils while all the information is gathered and an incident report form is written up. The exclusion is then delivered by the Head of School to the pupil and the parents/carers are informed. N.B if the incident happens at the end of the day, the pupil is kept on the premises until the situation is resolved if this is possible, or the pupils parents/carers are contacted immediately and agree a time to resolve the situation.

In these serious cases the sanction is recorded in the Records of Sanctions for Serious Misbehaviour

Exclusion of a pupil in other circumstances

Parents/carers may be required, during or at the end of a term, to remove the pupil either temporarily or permanently from the school if, after consultation with the pupil and/or parent(s) the Head of School is of the opinion that by reason of the pupil's conduct or progress the pupil is unwilling or unable to benefit

sufficiently from the educational opportunities offered by the school, or if a pupil or parent has treated the school or members of its staff unreasonably.

The Head of School will act with procedural fairness in all such cases, and will have regard to the interests of the pupil and parents as well as those of the school.

Where removal is required, parents/carers have the right to request a review of the decision by an independent panel. The pupil will remain away from school pending the outcome of any such review.

GRW/GRK Sanctions/Contract for Persistent Negative behaviour

When a pupils behaviour is continually negative and despite all efforts of the above disciplinary/therapeutic interventions, it is not showing signs of improvement a 'contract process' is initiated:

STEP 1: Informal Meeting with Pupil

The Green Room School will conduct an informal meeting with the identified pupil. The purpose of which will be to determine the reasons for behaviour and to agree a tailored bespoke plan to support the pupil going forward. This plan will include an agreed timescale for significant improvement.

STEP 2: Meeting with Parents

If behaviour does not improve significantly within the timescale agreed with the pupil in Step 1, The Green Room School will request and conduct a meeting with the Parents/Carers of the identified pupil. The purpose of which will be to improve communication between the school and home. Reasons for behaviour and measures for improving it will also be discussed, and a tailored bespoke plan of support for the pupil will be agreed between all parties. This plan will include an agreed timescale for significant improvement.

STEP 3: Issue pupil with Contract

If behaviour does not improve significantly a Pupil Contract will be formalised with the pupil. This contract will include an agreed timescale for significant improvement.

STEP 4: Issue Parent with Contract

If behaviour still does not improve significantly a Parent Contract will be formalised with the relevant parent/guardian. A Parent Contract is a formal written signed agreement between parents, pupil and The Green Room Windsor and should contain:

*A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract.

*A statement by The Green Room Windsor agreeing to provide support to the parents for the purpose of complying with the contract. The parent contract will include an agreed timescale for significant improvement.

STEP 5: Managed Move

If behaviour is not improving after all the above measures have been exhausted, The Green Room School Windsor will arrange a managed move from The Green Room School Windsor to another educational provision for the pupil.

GR6 Sanctions/Contract for Persistent Negative behaviour

In GR6 the sanctions process is similar to the contract process but follows along the lines of actual workplace disciplinary procedures.

STEP 1: Verbal Warning

This will be delivered from the Head of School, and will make clear the conduct which is unacceptable, based on this policy, the school's values of Kindness, Curiosity and Change as well as any other relevant policy. The delivery of the warning seeks to determine the underlying reasons for the student's behaviour and to agree a tailored plan to support the pupil going forward. This plan will include an agreed timescale for significant improvement.

STEP 2: Written Warning

If significant improvement is not seen within the timescale set out during the verbal warning, this more formal document is drawn up, outlying the same issues with the student's conduct which prompted the verbal warning. The written warning is addressed to the student, and acts as a formal agreement to be bound by the terms set out in the plan of support for the student, as well as the next time frame for significant improvement.

STEP 3: Suspension

This is a temporary measure to remove the student from the school in cases where their behaviour has not seen significant improvement, despite the plans of support laid out in steps 1 and 2. The reason for the suspension is made clear to the parent/guardian in a phone call and letter from the Head.

STEP 4: Final Written Warning

This will be delivered by the Head of School if the student's behaviour has not seen significant improvement, even following a suspension. The final written warning will make clear the steps needed to avoid a dismissal, and the timeframe in which those steps are required to be taken.

STEP 5: Dismissal

This is a permanent removal of the student from the program in which they are enrolled.

Investigation of a complaint or rumour of misconduct

A complaint or rumour of misconduct will be investigated. A pupil may be questioned and their belongings may be searched in appropriate circumstances. All reasonable care will be taken to protect the pupil's human rights and freedoms and to ensure that their parents/carers are informed as soon as is reasonably practicable after it becomes clear that the pupil may face formal disciplinary action. In such an event, when questioned, the pupil may be accompanied and assisted by a parent, carer, guardian or a teacher of the pupil's choice.

Searching pupils without consent

(See Dept for Education Searching, Screening and Confiscation January 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

In addition to the general power to use reasonable force (see below), The Head of School and staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items' (Section 550ZB (5) of the Education Act 1996

- knives and weapons
- alcohol
- illegal drugs and drug paraphernalia
- Unprescribed prescription medication
- stolen items
- tobacco and cigarette papers and electronic cigarettes (vapes)
- fireworks
- pornographic images
- any article that staff members reasonably suspects or has been, or is likely to be used to commit an offence, cause personal injury to, or damage to property of, any person (including the pupil)
- Mobile phones

Force cannot be used to search for items banned under the school rules.

Procedural Fairness

Investigation of a complaint which could lead to exclusion, removal or withdrawal of the pupil in any of the circumstances explained below shall be carried out in a fair and unbiased manner. All reasonable efforts will be made to notify the parents or carer so that they can attend a meeting with the Head of School before a decision is taken in such a case. In the absence of a parent or carer, the pupil will be assisted by an adult (usually a teacher) of their choice.

If the parents/carers or the pupil have any special educational needs or disabilities which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) these requirements should be made known to the Head of School so that appropriate arrangements can be made.

Divulging information

Except as required by law, The Green Room and its staff shall not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Head of School has acquired during an investigation.

Reasonable Force

Occasionally, but very rarely, staff will be required to use reasonable force to prevent disruptive or potentially threatening situations. All members of The Green Room staff have a legal power to use reasonable force. All staff have been trained in using reasonable force

The term 'reasonable force' covers the broad range of actions that involves a degree of physical contact with pupils. Reasonable in the circumstances' means using no more force than is needed.

Force is usually used either to control or restrain. This can range from guiding a pupil 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.

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

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

The Green Room staff should always try to avoid acting in a way that might cause injury but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All staff have a legal power to use reasonable force under Section 93, Education and Inspections Act 2006. This applies to any member of staff and any person the Head of School has temporarily put in charge of pupils such as volunteers. All staff have been trained in using reasonable force.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The Green Room acknowledges reasonable adjustments need to be made for disabled children and children with special educational needs (SEN).

Examples of when reasonable force can be used

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- prevent a pupil at risk of harming themselves through physical outbursts.

It is not acceptable to use force as a punishment

Recording and reporting when force has been used.

The schools will speak to parents/carers about serious incidents involving the use of force and all incidents are recorded in Arbor.

Complaints

Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.

If a complaint is made the onus is on the person making the complaint to prove his/her allegations are true - not for the member of staff to show they have acted reasonably.

This policy is approved by The Co-CEO of The Green Room Foundation

Date

Co-CEO
