

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 24, 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: DH/WCF/KBT/CAS

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	January 2022	10	February 2023
	GR6 Review	January 2022		
	GRK Review	January 2022		
	Overall Review	January 2022	10	January 2023

	GRW Review	February 2023	10	
	GR6 Review	February 2023		
	GRK Review	February 2023		
	Overall Review	February 2023	10	January 2024
	GRF Review (Online Meetings)	August 2023	11	January 2024
	GRF Review (Online Meetings)	January 2024	12	January 2025
	Overall Review	January 2025	13	January 2026

Purpose

This policy reflects The Green Room School's ethos on behaviour and serves as a guide for staff in understanding and applying behaviour principles endorsed by The Green Room Foundation Ltd. trustees.

Principles

- Appropriate behaviour is always expected. The Green Room School is the only option for the vast majority of its pupils.
- 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 Kindness, Curiosity and Change relate directly to expected behaviours. They are referenced frequently to every pupil and are displayed around the Schools. This allows consistent application.
- Behaviour not in keeping with The Green Room's values of Kindness, Curiosity and Change will be challenged in a supportive manner.
- Discrimination in any capacity (race, gender, ability etc.) is simply not tolerated.
- The Green Room School's sanctions with regard to behaviour are laid out in this 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.
- Meetings identified in this policy can be conducted in person or online. The format of the meetings remains the same. Clear guidance will be given as to how to access in person or online meetings, and The Green Room will provide technical support to those involved to enable their attendance.

Overall Expectations

The Green Room School's behaviour policy and pastoral support system underpins the curriculum where the school's 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 behaves 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..

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.

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 morals.

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:

- Kindness
- Curiosity
- Change

The Green Room School adopts a skills-based approach to learning which also has a direct link to behaviour expectations:

- Resilience
- Organisation
- Communication
- Community
- Initiative
- Teamwork

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 and inclusion, not rules-but reasons to be here and permanent exploration to be embedded. The Green Room School does not have 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/The Green Room College

- Embrace change
- Be curious
- Be kind and polite
- Behave appropriately
- Respect the school environment

- Be on time, be in lessons
- Mobile phones handed in (GRW/GRK/GRC)
- Follow safety guidelines and procedures

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

- Support and challenge all pupils
- Have high expectations of and model appropriate behaviour at all times
- Be consistent and fair
- Acknowledge the accomplishments of all pupils
- Be safe and brave in regard to safeguarding 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 conversation e.g. when a pupil is picked up/dropped off) needed to maximise an understanding of good behaviour.
- To communicate the views of the school in regard to behaviour, to facilitate discussion at home.

Attire / Appearance

Unacceptable clothing in Green Room Schools includes items that:

- Promote division or factions
- Cause offence e.g. anti-religious or political slogans
- Pose health and safety risks e.g. loose fit clothing, dangling earrings
- Risk damage to school property e.g. could cause damage to floors
- Advertise inappropriate products e.g. advertising for alcohol or tobacco
- Could be used for harm e.g. could be used to inflict damage on other pupils or by others
- Are overly revealing
- Are inappropriate e.g., onesies, pyjamas, slippers
- Have references 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, specifically SLT, to gently apply their judgement to ensure appearances are acceptable and reasonable.

Rewards

The Green Room School believes in tangible rewards based around the pupil's personal interests and positive relationships. Staff come together each week to pass on updates and thus, a clear picture of every pupil's behaviour is constantly developing and continually discussed.

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/celebrated.

The Green Room Foundation records behaviour points when pupils display examples of our School Values and ROCCIT competencies.

GRW - GRW runs one Rewards Trip each Half Term. The 'Forward Steps' and 'Backward Stumbles' of each pupil are recorded in Arbor daily. All students attend Reward Trips, they are not related to accumulative Behaviour Points.

GRK - As part of the school reward system, pupils are awarded points for their effort, behaviour, achievements, attendance against the school values and ROCCIT values. The pupil who has required the highest Net Score of points is awarded 'Pupil of the Week'. Staff also make nominations for 'Work of the Week' and 'Values of the Week'. GRK runs one Rewards Trip each half term. The behaviour of each pupil is recorded in Arbor daily and any pupils who reach a percentage threshold are invited on the rewards trip with a Golden Ticket. Other rewards include vouchers, a tutor pizza party and a trip out with the Head of School each week.

GRC - GRC students' behaviour is recorded each day with positive and negative incidents added into Arbor. Each week at the GRC staff meeting, students' behaviour is discussed and the data is 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 Student/s of the Week and Work of the Week are decided upon, plus honourable mentions in both categories. These awards are then presented to students on Mondays during the GRC Morning Meeting.

Rewards Trips

Each Half Term the pupils' day at GRK/GRW will include off-site reward 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.

Reporting

Staff use Arbor to record pupil behaviour. 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 behaviour).

At GRW the same data is delivered to all pupils in Circle Time and GRK during individual coaching sessions and then during the rewards 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.

In GRC, the weekly Student of the Week is awarded, based on behaviour data from Arbor, and presented in Monday's Morning Meeting. The overall behaviour for GRC is also visualised with a 'positivity pie' of the previous week's positive and negative behaviour counts. The purpose of the 'positivity pie' is to provide all pupils with an awareness of the wider context of the whole school's behavioural 'temperature'.

Bullying

[Anti-bullying Policy](#)

Drugs and Alcohol

[Drugs Policy](#)

Pupils' bags are always searched before residential trips. Should drugs or alcohol be discovered during the search, they will be confiscated, and the pupil will face exclusion 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 Suspensions.

Sexual Violence and Sexual Harassment between children

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

Staff acknowledge that sexual violence and abuse can manifest in any environment, including The Green Room. They consistently address inappropriate behaviour, even when it seems relatively harmless, 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 [CURRENT Safeguarding & Child Protection Policy and Procedures](#) 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. Please see Sections 3.8 and 3.8 for the Child on Child Abuse and Sexual Violence and Harassment sections of [CURRENT Safeguarding & Child Protection Policy and Procedures](#).

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 Safeguarding and 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 (see Appendix).

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 YouTube (for example) privileges
- Loss of Chromebook privileges altogether
- 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 headphone use
- Explain/justify behaviour after 5 minutes out or at lunch time
- Miss certain sessions e.g. Circle Time
- In GRC, students' privilege to leave The Swan premises at lunch time may be revoked
- Where necessary, where a pupil's behaviour is not safe or appropriate, trip attendance has been revoked

Sanctions

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

- Reasoning with and de-escalating the pupil
- Therapeutic / Behavioural Intervention
- Meeting with parents/carers (this can be in person or online)

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

Any illegal activities will be reported to the Police immediately.

Discipline and Suspensions

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, other pupils or staff at risk, it is at the Head of School's discretion to temporarily suspend or permanently exclude the pupil. This type of incident is always recorded on an incident report form and in the school's information management system, Arbor.

If an incident occurs which justifies a fixed term suspension 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 suspension 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.

CLA and Pupils with Social Workers

We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns. Whenever the Head suspends or permanently excludes a pupil we notify the social worker of the period of the suspension or permanent exclusion and the reason(s) for it. The information is also provided in writing to the local authority or SEND worker informing them of when the governing board meeting or emergency review is taking place, in order to share information. The social worker can and should attend the meeting, should they wish to do so. This should be made accessible with remote access.

CCTV

Pupils and parents/carers are made aware through our Privacy Policy that The Swan operates CCTV in public spaces, and that at some point all Green Room pupils may be involved in activities at The Swan (eg: Winter Fayre, Taster Days, some lessons). All Staff have access to CCTV footage via screen's in the school office, heads office, behind the bar and in the pub office. The head of School has access to a password protected app on their personal device. Staff will use these to monitor pupils while they are in the public spaces, for safeguarding purposes and behaviour management. See the Privacy Policy Pupil for more details.

Suspension 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.

All suspensions will be at the discretion of the Head and compliant with the law

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 to determine the reasons for their behaviour and agree on 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: Emergency Annual Review and discussion of placement

If behaviour is not improving after all the above measures have been exhausted, The Green Room School will arrange an emergency annual review to discuss their placement at The Green Room School.

GRC Sanctions/Contract for Persistent Negative behaviour

In GRC the sanctions process is similar to the contract process but follows along the lines of actual workplace disciplinary procedures. If there has been a serious incident of negative behaviour, The Head of College, at their discretion, may choose to move straight to suspension or dismissal.

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, outlining 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 July 2022)

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.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. Every reasonable attempt will be undertaken to inform the parents or caregiver, allowing them the opportunity to attend a meeting with the Head of School before any decisions are made 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.

Physical Intervention

Occasionally, but very rarely, staff will be required to use physical intervention 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.

Physical intervention 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's staff should consistently strive to refrain from actions that could lead to injury. However, in extreme cases, it may not be feasible to entirely prevent injury to the pupil.

Who can use physical intervention?

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 physical intervention and positive handling.

When can physical intervention be used?

Physical intervention 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 physical intervention 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 physical intervention as a punishment

Recording and reporting when physical intervention has been used.

Parents/carers will be notified of significant incidents that involve the application of physical intervention, and a record of all such occurrences will be maintained in Arbor and CPOMS.

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.

In the event of a complaint, the responsibility lies with the complainant to substantiate the truth of their allegations; the staff member is not obligated to demonstrate their reasonableness.

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

Date

CEO
