Behaviour for Learning Policy

Ratification Date: ___24/09/2023_____

Signed: ___AJHawkins_____

Review Date: ___10/09/26_____

Date of next review: September 2027

Version Control

Version	Date	Changes
1		Original
	July 24	Initial Review
1.1	Sept 23	Complete rewrite.
1.2	Sept 24	Key Staff change. Abbie Ritson replaced with Sarah Hawkins, James Samuel and Lee Mole.
		Page 8, student's section-Bullet points added relating to handing in phones and energy drinks.
		Page 13, rewards section. Language change.
		Page 14, serious breach of safeguarding added to bottom line.
		Page 16, mobile phones section. Completely re written.
		Page 16, vapes section. Completely re written.
		Page 16, Energy Drinks section added.
		Page 17, KCSIE reference updated
1.3	Apr 25	Review – no material changes, revised grammatical references to setting, p4 reference to school security removed
1.4	Sept 25	Updated review and roles section, updated reference to "outside setting" as opposed to "beyond school gate", blank page break deleted
1.5	Sept 26	P2 Behaviour recovery lead is now Sam Forrester. P7 KCSIE reference updated. P7 Restrictive Interventions, including use of reasonable force, in schools added. P7 All links updated. P8 All links updated. P9 Misogyny added. P12 Head of Centre rewritten. P14 Rewards rewritten. P15 Misogyny added. P16 Bottom Line section-sentence relating to weapons rewritten. P16 Exclusion authorisation reworded-CEO/COO or designated person. P17 Return agreement language changed to 'CEO/COO or designated person.' P17 Illegal substances paragraph added. P18 KCSIE reference updated. P18 Language change-placement review added. P19 Language change-COO changed to Head of centre. Appendix 2-rewritten. Appendix 3-langauge change to Head of Centre supported by CEO and COO. Appendix 5-language change point 3. Appendix 5-When can reasonable force be used-point 1 rewritten.

Review

Approved and reviewed by The Board of Directors.

This policy will be reviewed annually, or more frequently, if necessary, to ensure that it remains up-to-date and effective. The review will take into account changes in legislation, guidance, and best practice. The review will also consider feedback from Young people, staff, and parents.

Key staff involved in behaviour monitoring:

Role	**Name**
Provision COO.	Dave Smith
Head of Centre	Laura Bayliss
Director of Student Well Being and Welfare	Sarah Hawkins
Behaviour Recovery Lead	Jonathan Forrester

Statement of Intent

Liminal Education encourages all students to take responsibility for their own actions both in and out of the setting and to consider their impact upon others.

We believe

- ✓ The education and success of all students is of equal value.
- ✓ Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices.
- ✓ That bullying in any form is completely unacceptable and will always be taken very seriously.
- ✓ Respect for the dignity of ourselves and others.
- ✓ Recognition that all members of our community have rights, with complementary responsibilities.
- ✓ Recognition that all students may experience difficulties because of events such as bereavement and family problems.
- ✓ Students who have special educational, physical or emotional needs, should be provided with support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.

- ✓ A commitment to developing individual potential and autonomy both inside and outside the classroom.
- ✓ Students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- ✓ High student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- ✓ The success of any policy depends on the understanding and support of parents/carers and as such, will be shared with them and their commitment to it sought.

As a provision we want everyone to:

- ✓ Be involved in learning
- ✓ Aim to achieve their highest possible levels
- ✓ Experience and celebrate their success

This means that everyone has responsibility to ensure that:

- ✓ Learning and making progress is the priority
- ✓ Respect, courtesy and consideration between all members of the provision community are a necessary component for success
- ✓ They are honest and co-operative with others
- ✓ They follow the rules and procedures of the provision

We work in close partnership with students, parents, other schools and agencies in order to be effective and meet the needs of the students.

Introduction

This document is the Behaviour for Learning Policy for Liminal Education and any extended services that it provides.

This policy applies to all students, staff (teaching and non-teaching), directors, share holders and volunteers, temporary and supply/visiting staff, and any sub-contractors working in the provision. It will be reviewed annually by directors and will be publicised to staff, parents and pupils at least once a year. It will also be published on the website.

The principles embedded in this policy link into other policies and guidance relating to: Health and Safety, RSE, Sex and Relationship Education, Anti-bullying, Equal Opportunities, Special Educational Needs, Confidentiality,

Attendance, Substance Misuse (including drugs and alcohol), Racism and Homophobia, Educational visits, E- safety, Combating Extremism, , Staff Code of Conduct, Acceptable Use of Technologies etc.

As a provision, we believe in promoting positive behaviour for learning.

We do this by having:

- ✓ Strong provision leadership
- ✓ High standards and high expectations
- ✓ Clear and consistent expectations
- ✓ Clear and consistent boundaries
- ✓ The use of restorative practice to aid a consistent approach to behaviour management

And by providing:

- ✓ The highest quality first teaching
- ✓ A safe, friendly and stimulating learning environment
- ✓ Rewards for positive behaviour
- ✓ Consequences and education for negative behaviour

a. High Expectations

At Liminal we expect positive relationships within the whole provision community; we promote positive behaviour by encouraging all staff to have high expectations of students and the encouragement of Restorative Approaches where past behaviours can be discussed and solutions found. Staff receive appropriate training in effective strategies for management of behaviour and understand how to support students to overcome some of the barriers to education that may exist.

b. Positive Relationships

A key strength of staff at Liminal is their ability to form positive relationships with students and their parents/carers. All members of staff show unconditional positive regard for the students in spite of any negative behaviour students may display.

c. Restorative Practice

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties

involved. For further guidance and information about restorative practice, https://restorativejustice.org.uk/about-restorative-justice

For restorative practice think sheet see appendix 1.

d. Comprehensive Staff Training

In order to support all students, regardless of their level of need and behaviours they display, our staff are trained in order to promote positive behaviours and skilfully manage attention needing behaviours. Staff are fully trained in a number of approaches including, (but not limited to) restorative practice, conflict resolution, de-escalation. MAPA (Management of Actual or Potential Aggression). This training is updated when appropriate and enables staff to safely disengage from situations that present risks to themselves, and/or the students. There is a tiered and differentiated approach to staff training to ensure all staff receive the training that is appropriate to their day to day role and job description.

e. Equality

A lack of understanding of specific protected characteristics, socio-economic status and how trauma can affect behaviour, can lead to staff making ill-informed judgements when engaging with students and carrying out the disciplinary/rewards process. This can have a negative impact on students' behaviour and can cause students to:

- ✓ feel different to other children in some way, or "less than"; can also impact their feeling of belonging or how they see their identity
- ✓ have lower self-belief or self-worth
- ✓ feel powerless and frustrated
- ✓ have reduced aspirations
- ✓ struggle to reach their full potential
- ✓ may be at higher risk of being bullied
- ✓ struggle with mental health issues
- ✓ poor attendance
- ✓ have lower aspirations
- ✓ poor academic performance

Staff should have continuous professional development on awareness of diversity factors that affect behaviour and how to cultivate a positive learning environment for all students.

Legislation & Guidance

The Liminal Behaviour Policy has taken into account statutory guidance from the Department for Education, along with:

- Section 175 of the Education act 2002
- The Education and Inspections Act 2006
- Equality Act 2010,
- Keeping Children Safe in Education 2026

It should be read in conjunction with the following Policies and guidance:

- Attendance Policy
- Anti–Bullying and Anti–Harassment Policy
- Safeguarding and Child Protection Policy and Guidance
- DfE Guidance, Behaviour and Discipline in Schools
- Restrictive Interventions, Including use of Reasonable Force, in Schools. Guidance for Schools in England. April 2026
- Screening, Searching and Confiscation July 2022– Advice for Head Teachers, Staff and Governing Bodies
- Behaviour in Schools. Advice for Headteachers and School Staff. Jan 2022

Associated Resources

Link to A guide to the law for school governors:
https://www.gov.uk/government/publications/maintained-schools-governance-guide/maintained-schools-governance-guide

Link to the Department's advice on the Equality Act 2010:
https://www.gov.uk/guidance/equality-act-2010-guidance

Link to Restrictive Interventions, Including use of Reasonable Force, in Schools. Guidance for Schools in England. April 2026:
https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Link to documents on Dealing with Allegations of Abuse against Teachers and Non teaching Staff':
https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff

Statutory guidance on Dealing with Allegations about staff:

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Guidance on Mental Health and Behaviour in Schools.

https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

Roles and Responsibilities

We believe that positive behaviour can be taught and that all staff have a role to play in modelling and promoting such behaviour

A. Students

Preparation for Learning

Being on time is extremely important. If students are late, it not only affects their own learning, but it also affects the learning of others. There are also daily procedures and rules that are necessary for effective learning to take place.

Our expectations of students are that they;

- ✓ arrive at setting punctually
- ✓ are dressed appropriately
- ✓ hand in mobile phones on arrival at Liminal
- ✓ hand in vapes on arrival at Liminal
- ✓ hand in energy drinks on arrival at Liminal

Regular attendance is also essential to ensure that learning happens and progress is made.

In the Classroom

The classroom is a place for learning.
Co-operation and good behaviour are our expectation.
Disruption in lessons will be taken very seriously and dealt with according to the Behaviour Escalation Protocol (See Appendix 1)

Our expectation of students is that they;

- ✓ are punctual to lessons
- ✓ settle and are ready to learn quickly
- ✓ listen to teachers without interrupting
- ✓ follow instructions
- ✓ do their best, and let others do the same
- ✓ interact sensibly with others when in group or partner activities
- ✓ encourage others to do well
- ✓ are polite and co-operative throughout the lesson.

Behaviour Towards Others

At all times in Liminal, we expect students to treat others with consideration. This means students should:

- ✓ treat each other fairly, giving everyone an opportunity to contribute, and with respect and care.
- ✓ be considerate in their actions towards others, and refrain from behaviour which humiliates or hurts others.
- ✓ recognise, tolerate and celebrate their individual differences
- ✓ show empathy to others, consider others' feelings and students should forgive others and not bear grudges.
- ✓ tell the truth at all times.
- ✓ do their best for themselves and for the community, use their talents to help others, show appreciation and humility.
- ✓ trust in restorative practice.
- ✓ represent Liminal appropriately at all times whether on or off the premises. respecting other people's property and the provision environment

As a provision, we will NOT accept

- × bullying of any kind, including name calling, threats and intimidation
- × racism, sexism or misogyny including name calling and any other type of harassment

- ✗ verbal or physical aggression
- ✗ abusive or foul language to any member of the provision community
- ✗ damage to property, the building or graffiti

Behaviour in The Community

Students' journeys to and from Liminal, whilst on public transport, and when out on alternative placements, and educational visits are equally important. Students will be expected to:

- ✓ promote a positive image of the provision
- ✓ respect members of the community and their property

Alongside student responsibilities, we firmly believe that students have the right to:

- ✓ Be treated with respect and care.
- ✓ Be protected from discrimination, bullying and intimidating behaviour.
- ✓ Be treated fairly.
- ✓ Feel safe.
- ✓ A fresh start.
- ✓ Be told the truth and be listened to.
- ✓ Learn in peace, free from distracting and disruptive behaviours from other people.

B. Teaching & Support Staff

Everything we do at Liminal affects the way our students behave, for 'behaviour' is not an isolated phenomenon; it occurs in contexts and interactively with self and others. Achieving good behaviour is the collective responsibility of all staff in relationship with students.

Positive behaviour is encouraged throughout the day with acceptable behaviour taught and modelled by staff as appropriate for the students' age and level of understanding.

Staff at Liminal are committed to:

- ✓ Ensuring that constructive relationships are formed between staff and students
- ✓ Creating a reflective and considerate community where students can learn peacefully and be happy
- ✓ Providing a curriculum made relevant by the assessed and identified needs of each student
- ✓ Valuing the individual strengths which students and staff can equally contribute to the development of positive and co-operative relationships at the provision.
- ✓ Setting suitable learning challenges

- ✓ Responding to students' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of students
- ✓ Using a restorative approach to all behaviour incidents

Staff at Liminal endeavour to

- ✓ Ensure the safety and wellbeing of all and will be alert to whether the misbehaviour may be linked to the student suffering, or being likely to suffer, significant harm. In this case the provision staff will follow its safeguarding policy
- ✓ Protect the environment
- ✓ Protect the student from self-inflicted abuse or injury
- ✓ Divert the student from inappropriate to an appropriate behaviour
- ✓ Curb or divert obsessive behaviour in order to allow learning to take place
- ✓ Teach students to have self-control and subsequently to take responsibility and be accountable for their actions
- ✓ Teach students that actions and choices have consequences
- ✓ Allow a student to develop and demonstrate positive abilities and attitudes

In order to promote a positive ethos and a positive learning environment staff will:

- ✓ Communicate! - Constant and clear communication between all staff
- ✓ Circulate! - Know where students are
- ✓ Be consistent! - In response and attitude
- ✓ Be physically and emotionally 'present'
- ✓ Be aware of physical presence
- ✓ Use humour when appropriate
- ✓ Be interested and concerned in what is going on with and for the students
- ✓ Consistently work on maintaining positive relationships.
- ✓ Try to raise self-esteem through positive reinforcements. Praise where appropriate.

Staff should use the Behaviour Escalation Flowchart (see Appendix 1) to inform the level of intervention for specific behaviour types and staff responsible.

C. Pastoral Team

Staff want Liminal to be a safe and happy environment for all of our students. We take a holistic and nurturing approach to education and are keen to develop the whole individual.

We have adopted a range of strategies to support both the academic and socio-emotional development of our young people.

Our Pastoral Team co-ordinate:

- ✓ The safeguarding and wellbeing of students
- ✓ Mentoring young people to reduce barriers to learning.
- ✓ Organising informal education programmes which focus on enhancing young people's social skills and improving their self-esteem and self-belief
- ✓ Encouraging good attendance and supporting our pupils' academic attainment
- ✓ Supporting and working with families/carersSupporting young people whilst they re-integrate into mainstream school.

We work in close partnership with a wide range of specialists from other agencies. These include:

- ⇒ Early Help
- ⇒ Children's Safeguarding Partnerships
- ⇒ Inclusion support/Education Psychology Service
- ⇒ Connexions
- ⇒ Youth Offending Service
- ⇒ Community Health Services: School Nurses, CAMHS
- ⇒ Barnardos
- ⇒ Educational Welfare Service
- ⇒ The Fire Service
- ⇒ The West Midlands Police
- ⇒ Host settings

We strongly believe that it is only by working as a team with a unified vision and commitment, that we can improve the life chances of our young people.

D. The Head of Centre

The Head of Centre holds prime responsibility for ensuring good conduct. In doing so, the Head of Centre is supported by the CEO, COO and Director of Student Wellbeing and Welfare and will:

- ✓ Monitor standards of teaching and learning
- ✓ Ensure all staff are clear on the procedures for dealing with unacceptable behaviour
- ✓ Monitor the consistent application of this policy
- ✓ Respond to serious incidents and consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.
- ✓ Make the decision relating to suggested exclusions
- ✓ Liaise with parents when necessary
- ✓ Alert directors, share holders and host provisions to any serious incidents
- ✓ Evaluate and review the policy on a regular basis

E. Parents/Carers

We will ensure that parents/carers are kept informed of all aspects of their child's education. This includes their attendance, academic progress and attitude.

Parents will be informed of Liminal's expectations before students commence and will be directed to Liminal's behaviour policy at induction..

1. Preventative and Remedial strategies for the prevention of negative behaviour

Addressing the challenges that students face in a constructive and supportive way can prevent negative behaviour from occurring within the educational environment.

Holistic Assessment

All students are required to complete a range of holistic assessments with personal, social and academic aspects. This includes a triage to assess the level of support and intervention required for the emotional and mental wellbeing of students. (See Appendix 5).

Risk Assessments

All students are subject to a risk assessment on entry to Liminal. The risk assessment is a working document which should be updated every half term and as incidents occur. The risk assessment should inform the types of intervention/strategies to address each behaviour/safeguarding concern. Effective implementation of these resources will ensure that preventative and remedial strategies are available to staff in the management of behaviour.

Student Voice for Wellbeing

Liminal will provide a platform for students to express their concerns, thoughts, opinions and recommendations around how they can be supported in the areas of emotional and mental wellbeing, safeguarding and diversity.

Rewards and Sanctions

Rewards

Positive behaviour is noticed, acknowledged and rewarded through the Liminal Points system where students score points each lesson and break times. Points are awarded in the following categories:

Self awareness and control

Skills for learning

Self control and management of behaviour

Social Skills

Approach to learning

Achievements will be recognised daily, half termly and termly.

Daily-a student of the day will be chosen by staff.

Half termly-points earned will be converted into 'Liminal pounds' and students who have earned 90% or more of their points will be able to spend their 'Liminal pounds' in the Liminal shop.

Termly-students who have earned an average of 3 points per category per lesson will be invited on a trip.

Student voice is regularly heard at Liminal. As a result aspects of the reward system may change depending on what the students would like to work towards.

Sanctions

Although we are not a school, in order to provide consistency and support host schools, Liminal will follow the regulations that relate to discipline in schools.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the provision rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Teachers can discipline students at any time the student is in the provision or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Teachers can confiscate students' property.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a student must be made by a paid member of provision staff or a member of staff authorised by the COO;
2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

We expect any member of Liminal to report any kind of behaviour which is hurtful or harmful to others including, bullying, racism,sexism or misogyny or which causes damage or threatens the health and safety of others.

Inappropriate behaviour is addressed, recorded and appropriate sanctions put in place.

Sanctions are recorded in the students daily notes and correlate accordingly to the behaviours displayed by the student. This allows us to monitor any trends in the student's behaviour and put appropriate early interventions in place.

We may issue a warning to the student, followed by a phone call home and a formal letter where necessary.

Some behaviours are considered to be **"Bottom Line"** at Liminal and will lead to fixed term exclusion these include:

- Serious assault

× Distribution of drugs
× Bringing offensive weapons in to the provision. × Vaping/smoking onsite × Serious breach of safeguarding

Exclusions Protocol – Internal & Fixed Term

Fixed term exclusions are only issued as a last resort where a student's behaviour has exceeded the normal sanctions and the incident is so serious that a fixed term exclusion is appropriate.
It is not an option to send a student home unofficially so all requests to return home must be treated as a fixed term exclusion and recorded as such on the register.

However, should we suspect that a student is under the influence of an illegal substance and/or unfit to learn we will call parents/carers and send the student home. The host school will be notified via the attendance contact and DSL should this be approriate.

Similarly, if a student refuses to hand in items or to be searched then we will call parents and send the student home. The host school will be notified via the attendance contact and DSL should this be appropriate.

All exclusions must be sanctioned and reported in line with host school agreements and authorised by the CEO, COO or designated person before being issued. At Liminal, exclusions will not be used for:

- Minor incidents
- Poor academic performance
- Lateness or truancy

The External Exclusions Protocol (see Appendix 3) details the process that must be followed when issuing an exclusion and post exclusion.

Length of Fixed Term Exclusion

The law allows a school to exclude a pupil for up to 45 days in a school year. However, at Liminal, individual exclusions will be for the shortest period necessary.

The student must return to Liminal on an agreed date between parent/carer, CEO/COO or designated person and host school. Upon their return, the student should be accompanied by a parent/carer for a post exclusion meeting.

A Post Exclusion Meeting Record (see appendix 4) must be completed.

Mobile Phones.

Students are expected to hand in mobile phones on arrival at Liminal. Phones will be handed back to students at the end of the day. Students will only be allowed access to their mobile phone in special circumstances-permission must be granted by the CEO/COO or Head of Centre.

Weapons Related Exclusions

Any weapon-related exclusion will be reported to the Police and host provision. This will assist agencies in accessing positive interventions. "Weapons" include:

a) Those either made (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for causing injury to the person; and

b) Weapons such as kitchen knives, spanners, hammers intended to cause injury to the person.

Illegal Substances

Any illegal substance-related exclusion will be reported to the Police and host provision. This will assist agencies in accessing positive interventions.

Vapes/smoking

On arrival at Liminal student's must hand in their vapes/cigarettes. With parental permission vapes will be handed back at the end of the day. Cigarettes will be held until parents/carers collect them.

Energy Drinks.

Energy drinks must be handed in on arrival at Liminal. They will be given back to the student at the end of the day.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. (See Appendix 5). Professional training in Positive Handling is provided by a recognised training provider for appropriate staff in order to operate this policy.

We will *always* inform parents about serious incidents involving the use of force and these will be recorded using the Restraint Incident Report Forms (see Appendix 6)

Acts of Violence & Aggression Against Members of Staff

Liminal operates a Zero Tolerance Policy with regards to acts of violence and/or aggression against members of staff.

Local Authorities, host schools, directors and shareholders have a statutory obligation to ensure the provision of a safe and secure environment for all staff.

If a member of staff chooses to report an incident of violence and/or aggression to the Police, then charges may be brought against the individual concerned and Alternative Education may be sought for the student.

Allegations Against Staff/Pastoral Care for Staff Accused

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the provision will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2026 section 4)* and in the provision's Managing Allegations policy and procedures.

Where an allegation is found to be intentionally malicious the student will be issued with a formal warning and their placement reviewed.

Confiscation of inappropriate items (searching and screening)

All staff have the powers to confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstances (See DfE Guidance on Screening, searching and confiscation 2023 for more information).

The power to search without consent for "prohibited items" includes:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any other item banned by Liminal

Weapons, knives, drugs and pornography will always be handed to the Police, other items will be handed in to the Head of Centre who will ask a parent/carer to collect from our provision (see Appendix 7 – Bladed Article Protocol and Appendix 8 - "West Midlands Police - Weapons in Schools Guidance Document" see appendix 9)

The Power to Discipline Outside Setting

Disciplining outside the setting covers the provision's response to all non- criminal bad behaviour and bullying which occurs anywhere off the provision premises and which is witnessed by a member of staff or reported to the provision. This includes: any bad behaviour when the student is:

- ⇒ taking part in any provision-organised or provision-related activity
- ⇒ travelling to or from the provision
- ⇒ is identifiable as a student at the provision.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- ⇒ could have repercussions for the orderly running of the provision

⇒ poses a threat to another student or member of the public

⇒ could adversely affect the reputation of the provision.

Appendix 1

Restorative Think Sheet for Victim.

Student: **TUTOR:** **DATE:**

What happened?

What were you thinking of at the time?

What have you thought about since?

What has been the worst thing about this for you?

Who has been affected by what you have done?

In what way have they been affected?

What do you think you need to do to make things right?

Restorative Think Sheet for Perpetrator.

Student: **TUTOR:** **DATE:**

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done?

In what way have they been affected?

What do you think you need to do to make things right?

Behaviour Escalation Flowchart - Appendix 2

Reminder ⟹ No action. Highest points score of 4.

Warning ⟹ No action. Highest points score of 3.

Impact on points ⟹ Score given will be 2,1 or 0.

Restorative conversation ⟹ Student will complete missed learning, complete a restorative think sheet or both. Whichever is appropriate.

Meeting with tutor ⟹ Complete restorative thing sheet and 'mentoring'. Tutor to call parent/carer.

Review in briefing ⟹ Next step decided. Next step might include, but not limited to, referral to the Head of centre, pastoral intervention, meeting with school, meeting with parent/carer, exclusion.

Steps may be missed depending on the severity of the student's behaviour

Appendix 3 – Fixed Term Exclusion Protocol

1. Authorisation for exclusion to be sought the from Head of Centre, supported by CEO/COO, who will consider agreement with the host organisation before decision is made.

2. Parent/carer called and informed:
    a. Reason for call
    b. Reason for exclusion
    c. Gain parental consent to dismiss the student
    d. If unable to confirm a date and time of post exclusion meeting with parent during the phone call, inform parent/carer that a member of staff will be in contact to confirm time/date before the end of the day (15:00) or at the earliest opportunity

3. Student to be dismissed

4. Agree time and date for post exclusion meeting with relevant staff member

5. Record exclusion details
    a. Student name
    b. Reason
    c. Length of Exclusion
    d. Date and time of post exclusion meeting

Appendix 4 - Post Exclusion Meeting Record

Student Name:	**Date:**	**Reason for Exclusion:**
Attendees:		
Student Voice:		
Parent Voice:		
Staff Voice:		
Interventions agreed:		

Signed: **(Student)**	 **(Parent)**	 **(Liminal Staff)**	 **(other)**

APPENDIX 5 – Use of Reasonable Force

Key Points

- Provision staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior staff should support their staff when they use this power.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most staff at some point in their career that involve a degree of physical contact with students.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is necessary for the least amount of time.
4. As mentioned above, staff generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a students's path, or active physical contact such as leading a student by the arm out of a classroom.

5. 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.
6. 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 student.

Who Can Use Reasonable Force?

- All members of staff have a legal power to use reasonable force.
- This power applies to any member of staff at the provision. It can also apply to people whom the CEO/COO has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a provision organised visit.

When Can Reasonable Force be Used?

- Reasonable force can be used to prevent students from causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among students at the provision, whether during a teaching session or otherwise.
- At liminal, force is used for two main purposes – to control students or to restrain them.
- 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 following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools Can Use Reasonable Force To:

- ✓ remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- ✓ prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- ✓ 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;
- ✓ prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- ✓ restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- ✖ use force as a punishment – it is always unlawful to use force as a punishment.

Appendix 6

1. Basic information					
STUDENT		DoB		Yr.	

2. Events leading to this incident			**DATE**	start TIME
Where did the incident begin?				
How did the incident begin?				
What staff were present?		What students were present?		

3. ACTUAL incident		**TIME of restraint**
What did you do to try to defuse the situation before using restraint?		

What behaviour was the pupil presenting that warranted restraint?			
Describe what happened?			
How was the pupil restrained?		Restraint duration	
Was anyone else involved in restraint?		Other Witnesses?	

4. Injuries sustained			**YES/NO**	
STUDENT injuries?			Body Map?	
First Aid checked?			By who?	
STAFF injuries?			Body Map?	
First Aid checked?			By who?	
ACCIDENT BOOK completed?		Further Notes		

5. DAMAGE to property			**YES/NO**
Property damaged			
DAMAGE reported?		Charge for damage?	

6. Implications for future planning

What do you think this behaviour was about?			
What would you do differently next time to avoid the need for physical restraint?			
ACHIEVEMENT plan potential changes?		**Updated YES/NO**	
STUDENT risk assessment potential changes?		**Updated YES/NO**	

7. PARENT/CARER informed			**YES/NO**	
How informed				
Parent/Carer comments				
DATE		Time		

8. INCIDENT FORM completed by		**STAFF**	
DATE		Time	
COPIES to			

9. SLT further comments		**SLT**	
DATE		Time	
FURTHER ACTIONS			

APPENDIX 7 – Screening, Searching and Confiscation

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the CEO/COO and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"[1]:

- ✓ knives and weapons
- ✓ alcohol
- ✓ illegal drugs
- ✓ stolen items
- ✓ tobacco and cigarette papers
- ✓ fireworks
- ✓ pornographic images
- ✓ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

- × Force **cannot** be used to search for items banned under the provision rules.

Separate guidance is available on the power to search without consent – DfE-Searching, Screening and Confiscation. Advice for schools. July 2022.

APPENDIX 8 – Bladed Article Protocol

In the event of information that a pupil has a knife on provision premises, the following procedure should be considered.

- ✓ Locate the pupil and two staff take the student to a designated place free from obstacles
- ✓ The student should be searched to try and locate the weapon
- ✓ The knife/weapon is to be secured and placed in the provision safe with incident information
- ✓ Student's parents/carers and host organisation to be informed
- ✓ Police to be called (999) if there is any immediate danger to other students or staff
- ✓ Police to be called (101) with details of the offender and incident details on each occasion
- ✓ Force Intelligence Bureau (FIB) Form to be completed and emailed to the following fib@west-midlands.pnn.police.uk
- ✓ Student can be excluded and asked to leave the site if this matter does not require immediate police intervention.
- × ***At no point should the student be left unattended***

APPENDIX 9 Weapons in Schools Guidance Document



Introduction

This document has been created for guidance, support and to raise knowledge around the powers and law when dealing with offensive weapons.

West Midlands police are committed to keeping pupils safe, reducing the risk of young people getting drawn into crime or anti-social or extremist behaviour, improving the safety of the school site and surrounding area, building positive relationships between pupils and the police, promoting shared values and improved community relations generally within the school and wider community.

Core Principles

As young people develop maturity they naturally experiment with their behaviour and test boundaries. The younger they are the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure. They will mature at different rates and will have less life experience than adults. We would also expect them to benefit from a greater opportunity to learn from their mistakes, being more able to change their behaviour and attitudes than adults. Young people will also suffer a greater impact from social stigma or a criminal record, affecting their future opportunities and prospects. Effective integration back into their communities is a key consideration.
None of this excuses poor or criminal behaviour. It actually increases the need to intervene at a low level, to show that actions have consequences, and that harm is being caused. But we must also be careful, in acting positively, to take into account immaturity and ensure we don't inadvertently damage a young person's future. Police disposals should assist in one or more of the following: ● Confront young people with the consequences of offending. ● Help develop a sense of personal responsibility. ● Manage a clear risk to young people within the community. ● Reinforce the serious nature of weapon-related crime. ● Strengthen factors that reduce the risk of re-offending. ● Encourage reparation. ● Encourage the restoration of relationships of trust. ● Define, agree and reinforce the responsibilities of parents.
We will be firm, fair and consistent with young offenders. We will separate the young person themselves from the behaviour they have exhibited. Decision makers must have regard to the principal aim of the youth justice system, which is to prevent offending by children and young people. Consideration must be given to the interests of the young person when deciding whether it is in the public interest to prosecute. Youth Offending Teams (YOTs) are our key partners in tackling youth crime and their experience and skills should be utilised to the full.

In the interests of our communities, victims and offenders, West Midlands Police have agreed to make most decisions on offence resolution for young offenders in partnership with Youth Offending Services. Joint Decision making will facilitate a partnership approach and improve outcomes. We believe that more time and effort invested in dealing with offending behaviour at this early stage will better serve our communities in the long run.

Incident Reporting

Where the police School Link Officers (SLO) are not available and an immediate police response to an incident at the school is required, dial 999. For example: a student has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of: -

1. Danger to life.

2. Use or immediate threat of use, of violence.

3. Serious injury to a person.

4. Serious damage to property.

When there isn't such a clear and present immediate risk school staff have the option of reporting incidents directly to their SLO or through the police non-emergency number by dialling 101.

Due to the serious nature of weapons possession and potential consequences, contact should be expeditious in order that future risk is managed, and behaviour confronted.
The SLO will, wherever possible, utilise the disposal of lower-level offences by 'community resolution' to avoid disproportionately criminalising young people. The SLO will seek the views of the head teacher to establish the preferred method of disposal with all factors taken into consideration. When a community resolution is not an option we would consider a range of other disposal methods including caution, voluntary interview and, in the most serious cases, arrest.

Any articles intended/used in an incident will be seized by the police and destroyed, schools are asked to retain items in a safe place until police attend.

Outcomes/ Specific benefits

Through proactive partnership working between police and schools to tackle weapon-related incidents the following benefits and outcomes can be achieved.

Schools will:

- Be helped to identify, challenge and support pupils most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring, and other partners accessible through police contact i.e. Youth Services, Youth Offending Services.
- Experience a calmer school environment which is more conducive to learning and achieving and where all members of the school community will feel safer and understand the consequences of weapon possession.
- Be provided with greater opportunities to work with partners, helping to support more effective interventions with pupils and families.
- Uphold a reputation for maintaining a safe school environment where weapon possession isn't tolerated and where assistance is provided to prevent and deter and divert young people from future offending.
- Be able to evidence joint preventative action for any future serious case review, including how risk has been managed and young people safeguarded.

The police will:

- See reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in school.
- Continue to develop partnership working with local schools through shared understanding and cooperative working.
- Be able to identify and support children and young people who feel threatened by crime and anti-social behaviour through prevention and early intervention.
- Have the opportunity to develop relationships and talk to young people about local crime issues, including if there are problems around gang culture, group offending, weapon carrying or risks from violent extremism.

Law and Definitions

Possession of a weapon is a criminal offence. The law provides police with specific powers to safe guard the public; the following definitions provide police with power to deal with incidents involving weapons.

Offensive Weapon

Any person, who without lawful authority or reasonable excuse, proof of which shall lie on him, has with him in any public place any offensive weapon, shall be guilty of an offence

Contrary to section 1 prevention of crime act 1953
Any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him, or by some other person.

Going Equipped

Any person, when not at his place of abode has with him any article for use in the course of, or in connection with any burglary or theft

Contrary to section 25 theft act 1968 (as amended by fraud act 2006)

Carrying a bladed or sharply pointed article

Any person who has with him any article, which has a blade or is sharply pointed in a public place without good reason or lawful authority, commits an offence.

Contrary to section 139(1) criminal justice act 1988

Carrying a bladed or sharply pointed article on school premises

Any person who has with him any article, which has a blade or is sharply pointed or any offensive weapon on school premises without good reason or lawful authority commits an offence.

Section 139A criminal justice act 1988

Power of entry and search: Carrying a bladed or sharply pointed article on school premises

A constable may:

- Enter and search school premises and persons on school premises for bladed articles, pointed articles, offensive weapons if reasonable grounds to believe offence or possession of such an article is or has been committed.
- Seize and retain anything found.
- Use force, if necessary.

The meaning of offensive weapon can be broken down into two categories:

a) Those that are offensive per se, that is, those either made (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and
b) Weapons not so made or adapted (e.g. kitchen knife, spanner, hammer) but intended by the person having it with him for causing injury to the person.