



C A M B R I D G E MATHS SCHOOL

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Cambridge Maths School

Behaviour Policy. This version is in use from 1 September 2023

Monitoring and review

	Name	Date	Role
Reviewed			

Cambridge Maths School

1. Why we Have This Policy

The purpose of the Pastoral Curriculum (Behaviour) Policy is to create a positive, caring and safe learning environment for everyone within our community by:

- Ensuring all staff approach behaviour in a positive, fair and consistent way
- Facilitating the provision of Quality First Teaching, while providing appropriate support for students who need it
- Supporting students to develop and consistently demonstrate pastoral curriculum attributes (see below) and intrinsic motivation
- Supporting staff to recognise, prevent and address harmful behaviour, in line with the ELA child on child abuse framework.

2. Aims of Our Behaviour Policy

- Students' behaviour will be outstanding at all times when they represent the school, both in lessons and outside lessons and also within the community when travelling both to and from school.
- Students will achieve personal and academic success.
- The behaviour of students who persistently make poor choices will be given the opportunity of support.

3. Expectations of students

At CMS we expect students will show consideration and respect for others. In particular, students are expected:

- To behave in a sensible and considerate way
- To be punctual and work hard
- To respect the school buildings and environment, for example, by keeping all the areas clear of graffiti, by placing all litter in bins and by not bringing chewing gum in to school
- To wear suitable dress within school and for any situation representing the school.
- Not to bring tobacco, e-cigarettes/vapes, alcohol, matches, lighters, knives or other dangerous items or illegal substances onto the school site
- To remain on the school site unless they have permission to leave

- Not to eat food in any buildings other than in the designated area

3.1 Dress and Appearance

Dress and Appearance There is no uniform at CMS and students may dress casually but are expected to dress suitably for a learning environment. In particular, students should be dressed to study and to work comfortably and should ensure they are sufficiently covered for a learning environment. Hats, hoods and headphones should be removed before entering lessons and assembly times. After a warning, a student who continues not to meet these guidelines will meet with a member of the Senior Leadership Team.

4. Rewards and celebrating achievement

Cambridge Maths School believes that recognising students' demonstration of attributes is the most effective way to develop intrinsic motivation. This will be done by logging a 'recognition' on Edulink, but most importantly should be a positive human interaction between staff and a student.

Poor behaviour is subject to sanctions and is recorded by issuing a 'Negative Point' through Edulink. Students who behave poorly risk losing their place in the school's normal school day and depending on the circumstances, they also risk permanent exclusion from the school.

Daily	Recognition's will be given for particularly good work, effort, maintaining a high standard of work, or for making a minor contribution to the school community. Daily conversation highlighting good practice to occur between staff and students.
Weekly	Recognition reflected during tutor time.
Termly	Each term, students with 100% attendance receive recognition within assembly and are rewarded with a certificate. All 'recognition points' earned by a student will be added, acknowledgement and rewards issued to reflect efforts.
Yearly	End of year rewards issued for attendance, effort, participation and attainment.

4.1 Teacher/Faculty Sanctions

Teachers/faculties may use their own sanctions, including setting detentions of up to 30 minutes for minor incidents of poor behaviour (silliness, other low level problems which the teacher feels the need to deal with). This is not formally recorded.

4.2 Whole School Sanctions

There is an expectation that CMS students will adhere to the following:

- Attendance at all lessons
- Punctuality at all lessons
- Adhere to the expectations of Sixth Form
- Behave respectfully and follow instruction
- Respecting all within the school community
- Dress appropriately for a work environment
- Completion of all schoolwork set
- Behave responsibly in and around the school
- Fully participate in all enrichment activities chosen

Initial reports of low level sixth form learning, punctuality and attendance issues will be dealt with by the form tutor or class teacher. This will often involve a conversation between the teacher and student or a telephone conversation with the parent or guardian.

Where a student repeatedly fails to meet the expectations above the issue will be highlighted and the below stages followed:

Attendance			
Stage 1	Stage 2	Stage 3	Stage 4
<i>5+ lates in a term</i>	<i>attendance issues persist</i>	<i>no improvements after 4 weeks of Action Plan</i>	<i>severe attendance issues persist</i>
Monitoring letter home + tutor conversation with student	Communication w/parents and SLT to devise Action Plan to improve situation	Suitability meeting w/DoS, parents and student + review of action plan	Termination of place through meeting with DoS and Headteacher
Behaviour			
Stage 1	Stage 2	Stage 3	Stage 4
<i>CMS expectations not being met / defiance / anti-social behaviour</i>	<i>poor behaviour persists</i>	<i>unacceptable behaviour persists</i>	<i>poor standards persist / repeat offenses despite intervention(s)</i>
1- behaviour conversation between student and teacher / anti-social detention 2- formal warning + compulsory after school school (email headteacher) 3- student sent to headteacher (email headteacher)	Communication w/parents and CMS Team to devise Action Plan to improve situation	Suitability meeting w/DoS, parents and student + review of action plan	Termination of place through meeting with DoS and Headteacher
Curriculum.			
Stage 1	Stage 2	Stage 3	Stage 4
<i>poor quality/organisation / failure to meet deadlines / lack of sufficient independent work (use the behaviour policy to follow up incidents where appropriate and email headteacher. Detentions will be called 'compulsory after school study' and will take place in the sixth form area)</i>	<i>poor standards persist / deadlines missed on a second occasion</i>	<i>poor standards persist</i>	<i>poor standards persist / repeat offenses despite intervention(s)</i>
Teacher conversation + new deadline when applicable Possibility of scheduled after school study	SLT intervention + communication w/parents to devise Action Plan to improve situation Next 'after school study' becomes a school detention	Suitability meeting w/DoS, parents and student + review of Action Plan. Final strategies put in place with review date	Termination of place through meeting with DoS and HEADTEACHER

4.3 Examples of Poor Behaviour may include:

* Phone, MP3 player, headphones on display (unless needed for a learning activity); inappropriate use of 1:1 learning device; low level damage to property/the environment; chewing gum; eating in class (unless sanctioned by the teacher).

** Running in the school building; shouting; pushing; other behaviour that causes a risk to the health and safety of others.

*** Late to lesson for no good reason; continuous poor attitude to learning; off task despite behaviour conversation; interrupting the teacher by continuing to call out/disrupt so that the learning of others is compromised; significantly disrupts the learning of another student or students by continuing to talk to them about things not related to the lesson or stops others learning in another way.

**** Making life unpleasant could include name calling, racism, sexism, getting others to be unpleasant to someone else (including using technology to make life unpleasant), taking or moving someone's property, problems that are brought into school from cyberbullying or other bullying out of school (see appendix B – Anti-bullying Policy), or malicious allegations.

***** Intimidating behaviour (unnecessary raised voices, swearing, nuisance, rowdy or inconsiderate behaviour); property damage (vandalism, graffiti); environmental damage (littering/dumping rubbish); or posing a threat to the safe environment.

***** Defiance: swearing at a member of staff; fighting or other aggressive behaviour or serious unpleasantness to another student or students including peer on peer abuse (3.8); bringing things onto site that are forbidden by the school rules; theft, serious damage to school property or another student's property; serious misuse of technology.

***** Any behaviour which poses a threat to the safe environment which is later reported to the school by the public or the police. The schools judgement is final.

4.4 Issuing a 'Formal Warning'

A student should only be issued with a 'formal warning' if they are significantly disturbing the learning of others in the lesson. The language a teacher uses should be similar to: "You are significantly disturbing the learning of others and I am issuing you with a formal warning. Please go to the SLT at the end of the day for intervention. If you continue to significantly disrupt the learning of others, you will be sent immediately to SLT".

4.5 Sending a Student to the SLT during a Lesson

Teacher contacts the SLT to let staff know that a student will be arriving. If a student refuses to leave the lesson, the teacher sends another student to reception to inform a senior leader. A senior leader will remove the student.

4.6 No Debate on Poor Behaviour/Sanctions

Teachers should not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, “are you choosing not to follow my instructions?” If the student says ‘yes’ or continues to argue, this will be treated as defiance and be dealt with by a senior leader. Teachers must report the problem to reception, reception will report the matter to a senior leader.

4.7 Levels of Poor Behaviour

At the school, the recording of poor behaviour begins at detention and goes up to withdrawal of place or permanent exclusion. On occasion a teacher may address a behaviour issue but this may not lead to a sanction and is therefore not recorded.

4.8 Serious incident

Staff that believe a serious behavior incident has occurred must immediately refer to the Senior Leadership Team. The following list of possible serious incidents is not exhaustive and should be read in conjunction with the ELA Child on Child Abuse Framework, where further information about each type of incident is given.

- Child on child abuse (bullying / online bullying / physical / initiation/hazing / prejudiced behaviour / relationship abuse / sexual violence and harassment (this must be referred to the Designated Safeguarding Lead immediately)
- Substance misuse
- Violence towards staff
- Criminal damage

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college or online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. (KCSIE 2021)

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. SLT and/or the safeguarding team will follow up on any serious incidents as per the serious incident protocol in Appendix D of the ELA Child on Child Abuse Framework.

The serious incident report must be completed within 24 hours

Reducing the Risk of Child- on- child:

RSHE – delivered during tutor time to all students

RESEARCH AND TRAINING – Lead DSL ensures that relevant and up to date research and training is share across all stakeholders.

REPORTING & RECORDING – A number of platforms/staff are available to deal with any reports of abuse. All reports are logged through the behaviour system and MyConcern.

5. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

6. Authorising Internal and Fixed Term Exclusion

An internal exclusion takes place within the academy and the student will often be tasked with working in isolation. A fixed term exclusion involves the student being excluded from the school premises for a set period, for example a day. Only a senior leader can authorise internal exclusion or fixed term exclusion for a serious incident of poor behaviour. The exception to this is when a teacher sends a student to the HEADTEACHER during a lesson, and in these cases a senior leader will confirm whether the student is to remain in internal exclusion for the remainder of the day. A student will not be sent back to a lesson from which they were sent to the HEADTEACHER from.

7. After school study Behaviour Support for Students Whose Behaviour is Persistently Poor

Students who are having difficulties improving their behaviour will be given additional support during after school study. This will be staffed by a member of the support team. Support given will be personalised to the student, but may include some or all of the following:

- regular contact with parents/carers;
- a restorative approach;
- outside speakers; an inspirational experience;
- a focus on positive aspects of a student's behaviour;
- students mentoring other students whose behaviour is persistently poor.

8. ABC – Evidence, Reviews and Outcomes

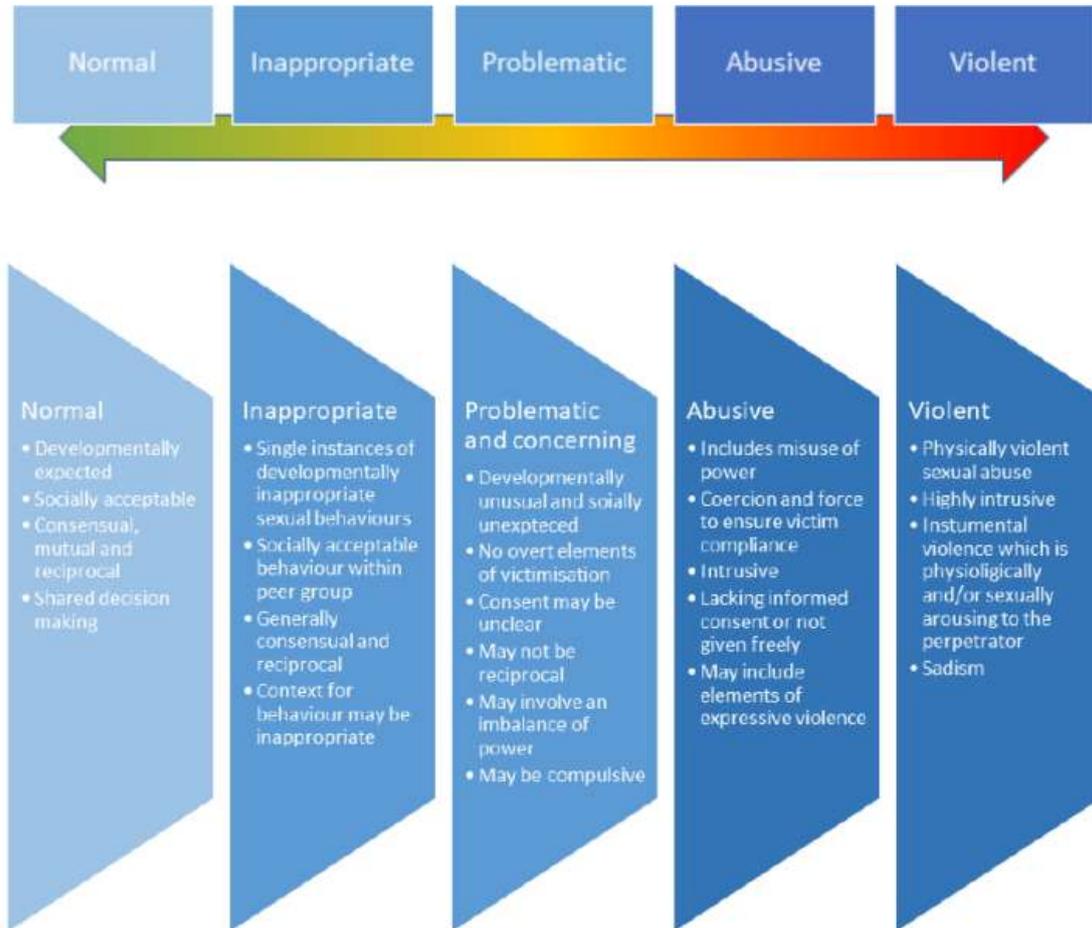
An ABC is an Anti-Social Behaviour Contract which lasts for a maximum of 6 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of break/lunchtime and an allocated senior manager reviewing these with the student at the end of the school day. A student on a ABC is in danger of being placed in the school's alternative provision or of permanent exclusion. S/he will be closely monitored and will be given appropriate support to help them be successful in meeting the ABC targets that will be set. If a student has a fixed term exclusion, they will go onto a PSP on return to school.

- Clear targets will be set for the ABC.
- ABCs will be formally reviewed at 2 week intervals by the allocated senior manager. Parents/carers will be invited to the review meetings. SLT may decide after a review to suspend the ABC if targets are being met. Evidence for the ABC will be gathered on weekly ABC cards which the student is responsible for maintaining and bringing to school every day. Each break and lunchtime will be commented on by the teacher and the student meets the allocated senior manager each day to review.
- If there is some poor behaviour recorded on the card, an emergency review of the ABC may take place. The school will decide on whether this should happen. The likely outcome of an emergency review is that the student will spend time in the school's alternative provision. The school will decide how long this period will be.
- A student who succeeds on ABC, but then qualifies for a second one through poor behaviour will instead be placed straight into the school's alternative provision. The school will decide how long this period of alternative provision will be.

Appendix A - Harassing behaviour of a sexual nature – Assessment Tool

Sexualised behaviour should be seen as a continuum, ranging from 'normal' to 'inappropriate' and 'abusive' (Hackett, 2010).

Using the information you've gathered, consider where the child or young person's behaviour sits on the continuum:



Anti-Bullying Policy

Bullying

Bullying is defined as persistent, deliberate attempts to hurt or humiliate someone. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying. Bullying is repetitive, meaning either that an individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group. Bullying can be carried out physically, verbally, emotionally or through the use of technologies.

Bullying can include persistent, deliberate attempts to hurt or humiliate someone through:

- Emotional - Excluding and tormenting others.
- Physical - Pushing, kicking, hitting, punching or any use of violence.
- Racist - Racial taunts, graffiti, gestures.
- Sexual - Sexual harassment in any form is bullying e.g. unwanted physical contact, sexually abusive comments.
- Homophobic - Because of, or focussing on, the issue of sexual orientation.
- Verbal - Name-calling, sarcasm, spreading rumours, teasing.
- Cyber - All types of communication technologies, such as e-mail, texting, messaging and social networking.
- Prejudice - On the grounds of different interests (or difference/inferior economic status) i.e. students can be bullied for being interested in things considered 'uncool' by a group or 'in-crowd', including prejudice against students with SEND.
- Bullying in any form is unacceptable. It can occur in any school institution, even the most caring, and is always unacceptable and will be dealt with. The school is strongly committed to ensuring that bullying does not take place. Where issues of bullying take place out of school and the school is made aware of this, and then it may be necessary to act on that information to ensure the positive welfare of students in school. It may be that parents/carers (or other agencies such as the police) are contacted to pass on information that has been given to the school. It may also on occasion be necessary to take some actions in school to ensure good conduct of students at school.
- The school e-safety policy also sets out how students can keep safe when on-line or using electronic media, and how the school may respond in instances involving inappropriate use of such media.

How Issues of Bullying may be Followed-Up

If bullying is found to occur it must always be dealt with. When staff are aware of this they must always follow it up, either directly or through referral to a line manager. It is usually the case that issues of bullying or potential bullying would be highlighted to the relevant Head of House or senior manager. Where verbal and/or physical bullying occurs, the sanctions would be in line with the behaviour policy. Appropriate sanctions will be used for any other forms of bullying. All bullying incidents will be logged on MyConcern or Edulink.

The aims must always be:

1. to stop the bullying;
2. to support the victim;
3. to change the behaviour of the person bullying;
4. to bring some form of reconciliation between the offender and victim.

Action to be Taken when Bullying is Suspected

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, we support the victims in the following way:

- by offering them an immediate opportunity to talk about the experience with the students and an appropriate member of staff;
- informing the victims' parents;
- by offering continuing support when they feel they need it;
- by taking steps described below to prevent more bullying.

We also discipline, yet try to help the person bullying in the following ways:

- by talking about what happened, to discover why they became involved;
- informing the parents of the offending behaviour;
- by continuing to work with the offending student in order to correct their bullying activities and attitudes;
- by taking disciplinary steps described below to prevent more bullying;
- by working with students to achieve restorative justice.

Disciplinary Steps for a Student Involved in Bullying

- They will be warned officially to stop offending and appropriate sanctions will be given, depending on the individual circumstances.
- The parents of the offending student will be informed.
- If they do not stop bullying they may be isolated within school during break and lunchtime or excluded for a fixed period.
- If they then carry on they will be recommended for a longer fixed period of exclusion.
- As with any persistent poor behaviour, an escalating scale of support and sanctions will be used or in very serious cases permanent exclusion.

Issues involving bullying will be logged, and these logs will be reviewed to check for patterns and trends.

Appendix C

Intervention (including searching, confiscating and physical intervention)

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

Searching students

Legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, and guidance issued by the Department for Education (August 2011) makes it lawful for the Head (or staff designated by the Head) to search students for any item with their consent. There is also a statutory power to search students or their possessions without consent where there are reasonable grounds to believe that the student has certain prohibited items for anything which is considered to be harmful or is listed as a banned item in the Code of Conduct. Reasonable grounds may include overhearing students talking about an item or a student behaving in an unusual or suspicious manner. Prohibited items include knives, weapons, alcohol, drugs and stolen items. CMS staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to school discipline. The law also allows CMS to require students to undergo electronic screening, although CMS currently has no plans to introduce this facility.

The following procedures in regard to searching of a student should be applied:

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

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

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

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

CMS is not required by law to inform parents / carers before a search takes place or to seek their consent to search their child. However, CMS will seek to inform parents / carers of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

Confiscation

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

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

Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned.

The basis for confiscations of a longer duration should be in line with professional judgement and in collaboration with the Head of School. Where any item is thought to be a weapon, a controlled substance or stolen goods, the police will be informed, and it may be passed to them for evidence.

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

Restraint and use of Reasonable Force

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

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any person (including the student themselves);
- prejudicing the maintenance of good order and discipline at CMS or among the

students receiving education at CMS, during lessons or at any other time during the school day.

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

Detailed written records of serious incidents, including those requiring physical intervention by staff, must be reported via the ELA serious incident procedure. Parents / carers will also be informed as soon as possible. All injuries will be recorded according to CMS's Health and Safety policy.

We believe the projected risk of such situations occurring at CMS is low. The provision of specific additional training for staff in the use of force or restraint will be considered if this projection is inaccurate or if a specific risk assessment for a particular student requires it. Nevertheless, CMS seeks to minimise the circumstances whereby such intervention would be necessary by:

- creating a positive, disciplined and orderly atmosphere and providing students with a clear framework for good conduct;
- providing guidance and encouragement for students, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation.
- fostering positive working relationships between staff and students, creating an atmosphere of mutual respect and trust that is conducive to good order;
- appointing designated pastoral staff within and beyond the House and Tutorial system that students can approach in difficult circumstances and who can help resolve and de-fuse situations;
- planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

All staff members are aware of the Critical Incident Protocol, with procedures to be followed in the event of an emergency and contact details of SLT who will be able to provide advice and support.

In circumstances where the member of staff believes that he or she may be at the risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

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

Before using force, staff should (wherever practicable) tell the student(s) to stop the behaviour and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary.

Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration, or as sexually inappropriate.

Circumstances that could justify intervention include:

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

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

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

Following the incident, CMS will:

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

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