



# Positive Behaviour Policy

## Rationale

The creation and maintenance of an orderly working environment are prerequisites to effective learning and teaching. In those classrooms where, for whatever reason, discipline cannot be effectively managed, the most committed teacher will find it particularly difficult to bring about improvements in pupils' attainments. Conversely, it is also true that efforts to improve pupils' learning can often have a beneficial effect on classroom behaviour. Discipline is the order which is necessary in the classroom for pupil learning to occur effectively.

**The aim of this policy is to provide a *coherent* and *consistent* approach, throughout the College, to promoting good behaviour in the classroom with appropriate and targeted support for teachers and pupils.**

We aim to achieve this through proactive classroom management.

## Meaning and purpose of behaviour management

As in all communities we have a need for a recognised structure, relating to acceptable behaviour and appropriate relationships, which supports the common good and enables the community to function effectively. In particular, the College community requires a caring, orderly and safe environment, in which all students may learn and develop socially, emotionally, intellectually and morally.

It is therefore the aim of College behaviour management to provide a system which:

- leads to a happy and purposeful College;
- recognises the importance of supporting the development of each individual;
- encourages pupils to develop their abilities in a congenial atmosphere;
- expects and fosters a high level of consideration for others and for the College environment;
- acknowledges and rewards desirable behaviour;
- identifies and corrects faults;

## **1. Right and Responsibilities**

	<b>Rights</b>	<b>Responsibilities</b>
<b>Pupils</b>	<ul style="list-style-type: none"><li>• to receive education in a positive, valuing, safe and secure environment</li><li>• to work without distraction from others</li></ul>	<ul style="list-style-type: none"><li>• to show respect for their School, Teaching and Support Staff and Peers.</li><li>• to abide by the school rules</li></ul>
<b>Staff</b>	<ul style="list-style-type: none"><li>• to work in a positive, valuing, safe and secure environment</li><li>• to teach classes without interruption or distraction</li><li>• to receive the respect their position demands</li></ul>	<ul style="list-style-type: none"><li>• to care for all pupils in the College</li><li>• to provide an appropriate learning environment in which pupils can effectively learn</li></ul>
<b>Parents</b>	<ul style="list-style-type: none"><li>• to approach the College to discuss any issue in relation to their child's progress and general well-being</li><li>• to be kept informed regarding the content of the behaviour management policy</li></ul>	<ul style="list-style-type: none"><li>• to demonstrate to their child that they support the College's policy on behaviour management and will co-operate with us in its implementation. By accepting a place for their son/daughter at the College, parents undertake to carry out this duty.</li></ul>

## **2. System of classroom rules**

### **Expectations and standards**

All pupils and parents are provided with a copy of the College Code of Conduct, Uniform, Child Protection, Complaints and ICT policies at the beginning of each year.

A Code of Conduct is displayed in all classrooms. All pupils are expected to adhere to the Code (*see Appendix 1*).

### **3. Effective teaching strategies to promote positive behaviour**

(*see guidance in appendix 2*)

Pupils will behave appropriately when they –

- are sufficiently stimulated
- are given tasks of an appropriate duration and level of difficulty for their ability
- understand the difference between formal and informal situations
- experience academic self esteem
- are free from emotional difficulties
- demonstrate positive attitudes
- are aware of the consequences of inappropriate behaviour

Class teachers

- have a pastoral care role for every pupil in their care since behaviour management is integral to the pastoral care responsibilities of every member of staff
- should not only be concerned about academic progress but also about general behaviour, attitudes and personal and social development

The teaching staff have the following objectives for each individual:

the development of	the recognition and rejection of
<ul style="list-style-type: none"><li>• self-discipline, self-control, self-esteem, self-respect and self-confidence,</li><li>• a sense of order, and a respect for order and discipline which are necessary for achievement and efficiency,</li><li>• a spirit of co-operation and courtesy in all relationships,</li><li>• habits of consistent work, punctuality, regular attendance and tidiness,</li><li>• high moral and social values in the classroom and elsewhere;</li></ul>	<ul style="list-style-type: none"><li>• anti-social behaviour of any kind e.g. bullying, dishonesty, discourtesy to others, insolence to members of Staff,</li><li>• untidiness and self-centredness</li><li>• damaging property,</li><li>• drug related offences including alcohol and tobacco,</li><li>• failure to adhere to the College Code of Conduct,</li><li>• physical violence,</li><li>• stealing,</li><li>• uncontrolled language.</li></ul>

These objectives are targeted through the Pastoral Care System which encourages each pupil to relate to their Registration teacher/Year Head/Head of School as an advisor who knows about their interests, capabilities and limitations. Personal Development classes teach the behaviour skills necessary to adhere to the Code of Conduct.

#### **4. A balanced approach to the use of rewards and sanctions**

For its aims and objectives to be realised, behaviour management requires **both** the acknowledgement of achievement and success **and** the identification of areas for improvement.

All staff are responsible for the early identification and referral of behavioural problems through the appropriate channels. Persistent misbehaviour is an SEN issue and may require the involvement of the Educational Psychology Service (EPS), Education Welfare Officer (EWO), Curriculum Advisory and Support Service (CASS), Behaviour Support Team (BST). Good relationships are maintained with outside support agencies through the School Based Care Team meeting which convenes approximately twice per year.

Achievement and success are acknowledged mainly through:

- interest shown by teachers
- positive reinforcement
- Assembly announcements

- reports to parents
- Prize Day records
- Press releases

<b>Positive Strategies for Behaviour Management:</b>	<b>Established through:</b>
<ul style="list-style-type: none"> <li>• Establish a positive classroom climate</li> <li>• Encourage a purposeful and task orientated ethos</li> <li>• Develop a relaxed, supportive and warm environment</li> <li>• Good classroom management skills</li> <li>• Proactive approach is better than reactive approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and intervening to ensure sound learning</li> <li>• A positive working environment</li> <li>• Setting high expectations for pupil behaviour, establishing and maintaining good standard of discipline through positive relationships</li> <li>• Establishing a safe environment where pupils feel safe and confident</li> </ul>

### **5. Sanctions in response to unacceptable behaviour**

Good behaviour management is achieved through both proactive and appropriate reactive measures. All staff are responsible for the initial management of an incident. When this fails to be effective then staff should record the event and use the correct communication channels.

All pupils are made aware that actions have consequences and appropriate sanctions are in place to help pupils behave better in future.

<b>Level of misbehaviour</b>	<b>Example of misbehaviour</b>	<b>Sanctions</b>
Low level	<ul style="list-style-type: none"> <li>• excessive talking and talking out of turn</li> <li>• being noisy</li> <li>• not paying attention</li> <li>• not getting on with work required</li> <li>• being out of seat without good cause</li> <li>• distracting others</li> <li>• arriving late</li> </ul>	<ul style="list-style-type: none"> <li>• late marks</li> <li>• extra work</li> <li>• lunch / break time detention</li> </ul>
More serious Misbehaviour	<ul style="list-style-type: none"> <li>• disobedience</li> <li>• refusal to accept authority</li> <li>• physical destructiveness</li> <li>• lack of respect shown</li> <li>• breaking School Rules</li> <li>• cheek towards a member of staff</li> <li>• Truancy</li> <li>• Smoking</li> </ul>	<ul style="list-style-type: none"> <li>• confiscation of pupils' property which should not be brought to School</li> <li>• detention after School for which notice must be given (see Appendix)</li> <li>• loss of privileges</li> <li>• exclusion from class (internal suspension*)</li> <li>• severe reprimand by senior member of staff</li> </ul>

		<ul style="list-style-type: none"> <li>• information passed to significant others both in school and at home</li> <li>• daily, weekly, monthly reports</li> </ul>
Serious misbehaviour	<ul style="list-style-type: none"> <li>• Physical aggression <i>towards</i> another pupil or member of staff</li> <li>• Verbal abuse <i>towards</i> another pupil or member of staff</li> <li>• Serious disruption</li> <li>• Criminal actions –Theft; Vandalism; Drugs relates issues</li> <li>• Bullying</li> <li>• Cheating</li> <li>• Bringing the name of the school into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>• withdrawal of certain privileges e.g. withdrawal from non-curricular School Trips/visits/Sixth Form privileges</li> <li>• Suspension</li> <li>• or expulsions for: <ul style="list-style-type: none"> <li>violence</li> <li>theft</li> <li>drug-related offences</li> <li>or others as deemed serious by the School</li> </ul> </li> </ul>

*See Appendix 3 for further guidance regarding sanctions in detail*

*See Appendix 4 for further guidance regarding detentions*

*See Appendix 5 for further guidance regarding confiscating pupil property*

Internal suspension will be issued at the Principal's discretion. It is supervised by Year Heads and the Heads of School. The pupil will work in a supervised environment and be isolated from their peers at break / lunchtime.

- Sanctions will be applied whether the offence takes place on the College premises, at a College related activity or while in College uniform.
- The length of exclusion will be at the discretion of the Principal and depend upon individual circumstances. Subsequent offences will be treated with greater severity.
- The *Policy on Suspensions and Exclusions* provides details of the procedures followed in the administration of these sanctions. If a pupil engages in an act of violence against the person or property, either of members of the College staff or his or her immediate family, at any time whether inside or outside school, disciplinary action will be taken against the pupil who may include expulsion.
- Any behaviour of a criminal nature is referred to the police who carry out the necessary investigations.

Sanctions should:

- be used sparingly
- be carried out as soon as possible after the event
- be conveyed with appropriate tone indicating the severity of the actions
- fit the crime
- be fair, just and consistent
- encourage the pupil to reflect on their behaviour and deter them from re-offending.

Sanctions for behaviour **must** be recorded on SIMS.

### **Keeping a record**

In the case of further action being required after a period of indiscipline, the College is required to maintain a written record of interventions by teachers, contacts with parents and any other steps taken to deal with the indiscipline. This should be recorded on SIMS.

## **6. Use of Reasonable Force to Restrain or Control Pupils**

*(see Appendix 6)*

This policy document takes on board the best practice set out in the “Regional Policy Framework on the use of Reasonable Force/safe Handling” (2004) as well as DENI Circulars 1999/9 and 2003/13 and the Human Rights Act, 1998 and Article 4 of the Education (Northern Ireland) Order 1998 which enables a member of Staff to use such force as is reasonable to prevent a pupil from committing an offence, causing personal injury to, or damage to the property of any person (including the pupil themselves) or engaging in any behaviour prejudicial to the maintenance of good order and behaviour management at the College or elsewhere at a time when he/she has lawful control or charge of the pupil concerned. This applies both to Teaching Staff and others as identified and authorised by the Principal. Identified members of Staff are: Lunchtime Supervisory Staff, Classroom Assistants etc. Volunteers escorting pupils on College related activities would not normally be authorised unless specific circumstances warrant this. Authorised Staff will be made fully aware of the extent and limitations of this authorisation via annual briefing by the Principal. Following any incident where reasonable physical force has been used, a full written report will be submitted to the Principal (using a proforma report).

As a matter of policy, this sanction would only be used in Cullybackey College when all attempts to contain a situation had been explored and found to have failed and the consequences of the pupil’s actions deemed to have serious implications for good order and behaviour management. Our policy is quite clear; members of Staff may not use any form of physical contact which is intended to cause pain, injury or humiliation to any pupil of the College.

## **7. Links to other policies**

SEN – can help to tackle serious problems in a systematic way by inclusion of outside agencies

Pastoral Care

Anti Bullying

Child Protection

Use of Reasonable Force

## **8. Supervision arrangements around school**

All staff are on duty at all times and are expected to deal with any behaviour related incident they witness or that is reported by a member of the lunchtime supervision staff. The first point of contact for supervisors can be any member of staff. This person should then complete a Sims Referral and inform the Head of Year/Head of School.

## **9. Monitoring the policy**

The policy is reviewed biannually.

Signed: \_\_\_\_\_ Date \_\_\_\_\_

Chair of Board of Governors.

## *Appendix 1*

### **CULLYBACKEY COLLEGE**

#### **CODE OF CONDUCT**

College rules are for the benefit of pupils. It is hoped that through recognition of these rules your child will be led to behave in a manner which offers considerable personal freedom and yet ensures happiness and security for all.

#### **PUPILS MUST ALWAYS:**

1. Treat all college property with care and respect.
2. Place all litter in the bins provided.
3. Queue before boarding a bus and behave in an acceptable manner on the way to and from school, whether on foot or in a vehicle.
4. Stay within the College premises.
5. Respond to all instructions given by members of staff, prefects or ancillary staff in or out of classrooms.
6. Follow the timetable unless directed otherwise by a teacher.
7. Be courteous and respectful to all members of the College and the wider community.

#### **PUPILS SHOULD BE AWARE THAT:**

1. Jewellery is restricted to the wearing of a small stud type of earring in the lower lobe, a watch and one ring.
2. In the interests of Health and Safety and to maintain high standards of appearance, the following types of shoes are not permitted:  
(a) high heels; (b) open toes; (c) slingbacks; (d) high platforms; (e) heavy boots;  
(f) plimsoles; (g) black trainers.
3. The College cannot accept responsibility for items of value and suggest they are not brought into the College.

4. The College discourages the carrying and forbids the use of mobile phones during the school day. Mobiles must be turned off during the school day. Contact with parent/guardians should be made through the school office.
5. Chewing gum is not permitted on College premises.
6. Tippex is not permitted.
7. The use or possession of alcohol, cigarettes or any substance deemed to be a potential hazard to health is forbidden. This rule also applies when traveling to and from school.
8. Pupils must be in school by 8.50am.
9. Only Prefects may use the main entrance door of the school.
10. Permission is required from a Senior Member of Staff before entering the medical room.
11. Eating/drinking is not permitted in class (except water) and glass bottles are not permitted in the College. Pupils are encouraged to drink fluids at set times e.g. before school, at break and at lunch.
12. The College reserves the right to pass judgment on acceptable hairstyles and the use of make-up.
13. Permission is required from a member of staff before entering a classroom and pupils should line up quietly until allowed to enter the room.

### **OUR COLLEGE IMAGE**

Pupils are actively encouraged to wear their College uniform with pride, to treat members of staff and fellow students with respect and to be helpful, polite and well-mannered. A high standard of conduct is expected from all pupils, particularly on the important issues of Health and Safety where they should listen to and follow the sound advice given by staff.

Our College image will be enhanced by pupils who display a caring and friendly manner, particularly when mixing with the community and young people from other schools.

## **Appendix 2**

### **MAINTAINING GOOD DISCIPLINE IN SCHOOL**

#### **GUIDELINES FOR STAFF**

These guidelines should be read in conjunction with the College's Positive Behaviour Policy.

***While acknowledging that sanctions and punishment cannot be disregarded, our main aim is positive discipline. Therefore approaches to discipline should, wherever possible:***

- be preventative rather than remedial
- be based on the need to encourage pupils to become responsible self-disciplined young people
- be related to the individual pupil - approaches which work with some pupils will not necessarily work with others.
- help achieve positive discipline:
- acknowledge pupils when they are courteous and display good manners and, wherever possible, return such actions
- encourage pupils to be in class punctually
- give opportunities to talk to the pupils, listen to what they have to say and, wherever possible, encourage
- give pupils a challenge rather than a threat as they are more likely to co-operate

***Staff are encouraged to:***

- take a personal interest, acknowledge achievements while showing respect for privacy; we have no right to pry
- avoid referring to outside life of pupils; like teachers, pupils have a right to a life beyond school
- share a sense of humour but taking care that it is not at the expense of others
- plan lessons carefully so that pupils are not inactive for periods of time
- include strategies to deal with difficulties in a class, by devising some subtle means of grouping pupils which will separate disruptive pupils
- set standards of attainment which allow even the weakest pupils to experience a measure of success
- recognise the range of ability within the class and acknowledge that not all pupils will be gifted in your subject.

***A number of strategies can be helpful in assisting you to maintain a proactive approach to behaviour management:***

- Scan room and support those having difficulty - vigilance in action
- Circulate to find those having difficulty
- Use eye contact
- Target questions to encourage involvement
- Use proximity
- Give help and guidance
- Change activities and pace of lesson as required

- Notice and respond to misbehaviour
- Notice and respond to disrespect
- Move pupils
- Sound preparation and presentation of lesson
- Good relationships
- Avoid confrontations
- Refer for Counselling and support (Anger Management)
- Systems and structure to support classroom management and respect - how to enter/leave room; greet staff and visitors

The overwhelming majority of our pupils are well behaved but disciplinary sanctions are required from time to time. If we are to maintain high standards of behaviour, there must be consistency of expectations and sanctions.

***Some General Points:***

1. Examples of behaviours which should not be tolerated and for which some form of reprimand and/or discipline is required:
  - back chat to teacher/being cheeky to teacher/ obscene language
  - disrupting class activities
  - forgetting homeworks/books
  - eating in class/chewing gum in class or around the School
  - arriving late
  - failure to conform to regulations, for example, uniform, wearing jewellery.
  
2. Wherever possible, try to give punishments which are related to the offence, for example:
  - if late for class (and this is the pupil's own fault), detain them for appropriate amount of time
  - if the pupil persistently forgets their homework, detain them to do extra work
  
3. While a misdemeanour may be dealt with by the individual teacher, it is essential to advise the Head of Year except in the case of more trivial matters. Similar reports from more than one source about one pupil need to be dealt with by the Head of Year in conjunction with the Head of School. The Vice Principal is kept informed.
  
4. Within the classroom try to:
  - lay down ground rules for acceptable behaviour which are clearly understood by the class
  - defuse a potentially difficult situation
  - keep matters in proportion and avoid over-reacting
  - look for an alternative so that pupils can save face
  - encourage pupil to say more about her perception of what is going on
  - explain your own views of things clearly
  - keep your own record of actions taken
  - be consistent
  
5. Try to avoid:
  - sarcasm
  - having favourites
  - publicly denigrating pupils

- at all costs, avoid indiscriminate whole class punishments as this causes resentment amongst those who are innocent and may lead to, for example, claims for unfair imprisonment
- confrontations in public
- allowing your moods to cloud your judgement
- public threats which cannot be carried out, especially those which could be perceived as physical.

*Appendix 3 – Sanctions in detail*

## *Appendix 4*

Reference is made in the College Positive Behaviour Policy to the use of detentions as a sanction to stop a behaviour or to seek to influence the pupil to choose a more appropriate mode of behaviour in the future. To ensure consistency within the School the guidelines given below should be followed:

- a. Detention may be given for an academic or a pastoral issue.
  - Detention can be used for the following but the list is not exhaustive:
  - persistent forgetfulness of homeworks, books or other items
  - proven cases of copying/cheating
  - persistent failure to do homeworks or meet deadlines for submission of coursework
  - disruption of class activities
  - wilful damage to College property
  - persistently arriving late for class or school
  - truancy
  - showing disrespect for others by, for example, being cheeky, using foul language etc.
- b. The following factors should be taken into account when using this sanction:
  - the journey home and the availability of travel facilities;
  - the hours of daylight;
  - individual home circumstances.
- c. The detention should be recorded on SIMS and should be arranged at a mutually acceptable time (Tuesday – Thursday). The Head of Year will phone home to agree this, a letter is issued with the relevant details and an attachment signed by the parent / guardian is returned to the Head of Year prior to the detention.
- d. The timing and duration of the detention should reflect the seriousness of the misdemeanour. Detention at lunch time is less of a punishment than After School and parents need not be informed. Such detentions should therefore be used for less serious misdemeanours.
- e. It is important for parents to acknowledge the details of the detention, (reason date and duration) by means of signed note delivered to the teacher in question prior to the detention.
- f. The pupil should be given a meaningful task and supervised during the detention. Staff whose rooms are isolated, should arrange for the pupil to be detained in a more public room, for example, the Library. Pupils receiving a detention will complete a reflective exercise to give them the opportunity to consider how they might have approached the problem and to consider a more appropriate strategy for the next time.
- g. The parental agreement / acknowledgement is filed in the Office in the pupil's records.
- h. Avoid indiscriminate detention of an entire class as the innocents may lodge a claim for unfair imprisonment.

## ***Appendix 5***

### **Confiscation of Pupils' Property**

This is legitimate provided there is a reason for doing it and the duration of the confiscation is reasonable. An excessive period may be deemed unreasonable and in extreme cases constitute theft. Teachers who confiscate items must take reasonable care of them as they will be personally liable if the goods are damaged or lost through their own negligence.

NB If mobile phones are confiscated during the school day they should be left, in a named envelope, in the office for collection at the end of school.

### **Guidelines**

Food or perishable items: return either at lunch time or at the end of the day;

Jewellery or other valuables should be available at the end of the day unless pupil persistently breaks this College Rule in which case parents should be contacted and asked to collect the item;

Other items, for example, magazines containing unacceptable material will be returned after consultation with parents. If in doubt, pass to Head of Year or Head of School.

Note that the removal of books and bags from locations where they prove to be an inconvenience to others or a safety risk, does not need to adhere to the above guidelines. In these cases, it is the responsibility of the pupil to reclaim items from the relevant source.

### **Keeping a record**

In the case of further action being required after a period of indiscipline, the College is required to maintain a written record of interventions by teachers, contacts with parents and any other steps taken to deal with the indiscipline. It is therefore essential that all interventions/interviews are recorded on Sims as referrals actioned/attached files/communication logs.

## ***Appendix 6***

### **Clarification of Use of Reasonable Force to Restrain or Control a Pupil**

#### **Restraining a Pupil**

Article 4 of the Education (Northern Ireland) Order 1998 empowers a member of Staff who is authorised by the Principal to restrain a pupil. Such force as is reasonable may be applied in strictly defined circumstances aimed to prevent a pupil from committing an offence, causing personal injury to, or damage to the property of, another person including himself/herself, or engaging in any behaviour prejudicial to the maintenance of good order and discipline whether during a teaching session or otherwise.

While this power has been given, we still adhere to the requirement that Staff desist from making deliberate physical contact with pupils.

#### **Possible Situations where it might be appropriate to use reasonable force**

It is emphasised that reasonable force may only be used when all other attempts to defuse and deal with a situation have failed and the consequences of continued action by the pupil(s) are likely to have serious consequences either for personal safety or property of any person, including the pupil himself/herself.

#### **What is meant by ‘reasonable’?**

1. Use of force can be regarded as reasonable only if circumstances warrant it. It should not be used to prevent a pupil from committing a trivial misdemeanour or in a situation where an alternative action may be used to resolve the situation.
2. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour and consequences. Any force used should always be minimum needed to achieve the desired result.
3. Cognisance must be taken of the age, presence of any physical disability of the pupil and gender of the pupil.

#### **Some examples where reasonable force MAY be appropriate:**

Note that in all cases it is assumed that there is risk of serious injury.

- a pupil attacks physically another pupil or member of Staff
- pupils are fighting
- a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials,
- a pupil is running in a corridor or stairway in a way in which he/she might have or cause a serious accident likely to injure herself or others
- a pupil absconds from a class or tries to leave the College or College related

activity but only if by so doing the pupil could be at risk. In most cases, the pupil should not be prevented from leaving.

Where a pupil is behaving in a way which is compromising good order and discipline, for example, a pupil persistently refuses to obey an order to leave a classroom or is behaving in a way which is seriously disrupting a lesson. In the case of the latter, all steps involving good classroom management must have been taken to prevent such a situation arising in the first place.

**Possible steps to be taken before resorting to reasonable force in above situations:**

- seek to contain/defuse the situation, e.g., telling pupil to stop actions
- warn the pupil what will happen if pupil refuses to stop
- remain calm
- if possible, summon help from a colleague
- remove other pupils who may be at risk
- telephone/send for the Police.

**What might constitute reasonable force?**

- Physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- leading a pupil by the arm
- shepherding a pupil away by placing a hand in the centre of the back; in extreme circumstances, using a more restrictive hold.

In the case of any force applied, Staff must not act in a way which would be expected to cause injury. For example a member of Staff **must not**:

- hold the pupil around the neck, by the collar or restrict the pupil's ability to breathe
- slap, punch, kick or use an implement on a pupil
- throw an object at the pupil
- twist or force limbs against a joint
- trip up a pupil
- hold or pull a pupil by the hair or ear
- hold a pupil face down on the ground
- hold a pupil in a way that might be considered as indecent.

### **Is physical contact ever appropriate in other circumstances?**

Physical contact should generally be avoided but may be proper or necessary in the following circumstances:

- demonstrating exercises or techniques in PE, sports coaching, music, TD;
- administering first aid;

If at all possible, ensure someone else is present if physical contact is deemed essential and bear in mind that even innocent and well-intentioned actions may be misconstrued and result in an allegation of abuse.

### **Content of Report following use of Reasonable Force**

- name(s) of pupil(s)
- location and time
- name(s) of other Staff or pupils who witnessed incident
- establish that reasonable force was necessary
- how incident began and steps taken to contain the situation including details of pupil's behaviour, what was said by each party, degree of force used, how it was applied and for how long
- pupil's response and outcome of incident;
- details of obvious or apparent injury suffered by the pupil or other person and any damage of property.

This report must be lodged with the Principal without delay. Further action involving parents will be at the discretion of the Principal or person authorised to act on her behalf. Where the incident occurs away from the College premises, contact must be made with the Principal at the earliest possible opportunity.