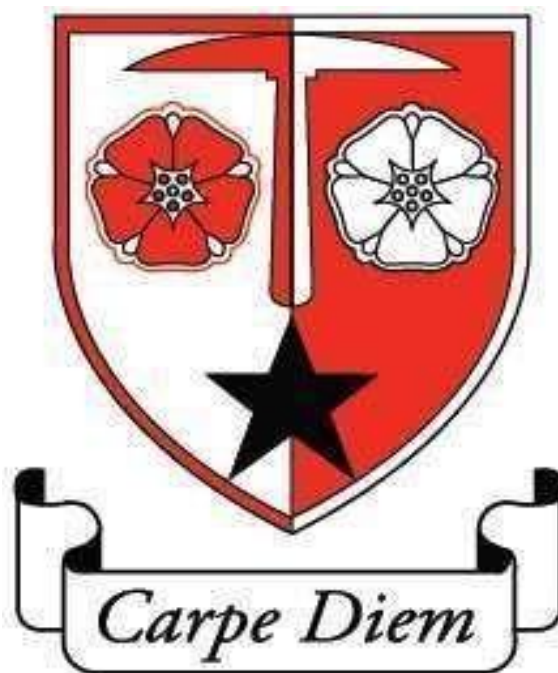


Audenshaw School



Behaviour Policy (incorporating Antibullying)

This policy is reviewed annually by the Standards Committee.
History of Document

Issue No	Author/Owner	Date Written	Approved by Standards Committee	Received by Governors	Comments
2.5	Jimmy Watt	12/10/2021	22/10/2021	22/10/2021	Amended due to DfE guidance on terminology changing
2.6	Jimmy Watt	12/10/2022	14/12/2022	14/12/2022	Reviewed and amended
2.7	Jimmy Watt	04/07/2023	14/09/2023	14/09/2023	Amended to include ClassCharts and changes to classroom management protocols
2.8	Suzanne Mountain	22/11/2024	08/01/2025	08/01/2025	Reviewed and minor amendments made
2.9	Suzanne Mountain	09/02/2026	26/02/2026	26/02/2026	Reviewed and amended

OUR MISSION

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

OUR VISION

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued, and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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1. INTRODUCTION

For the purpose of this Policy, the school is defined as employees, Trustees, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

Audenshaw School seeks to create an environment in which effective teaching and learning can take place.

'The School aims to provide a quality education in a caring community based on the ethos of respect, discipline and the relentless pursuit of excellence in all that we do'

This policy has been written following consultation with employees, students, parents / carers and senior leadership. It seeks to put into practice the shared values of the community.

2. VALUES

The culture of high expectations for all students and staff within our school is strengthened through the promotion of the following values in all members of the school community:

- **Respect**
- **Responsibility**
- **Resilience**

3. THE AUDENSHAW CHARTER

Student	Staff	Parent
<p>Start each day fresh.</p> <p>Arrive to school and lessons on time.</p> <p>Wear my full school uniform with pride.</p> <p>Come to school fully equipped and ready to learn.</p> <p>Show respect and kindness to staff and peers and to the school site.</p> <p>Take responsibility for my learning and my actions.</p> <p>Be an active and enthusiastic participant in learning.</p> <p>Take every opportunity for challenge and self-improvement.</p> <p>Share any concerns with staff and parents, so that support can be put in place.</p>	<p>Start each day fresh.</p> <p>Expect and facilitate a calm and orderly start and end to each lesson. Meet and greet on the door and have a task ready for learning to begin. Line up and check uniform in the classroom before releasing your class.</p> <p>Create a safe and inclusive space where students can learn and flourish.</p> <p>Take every opportunity to recognise and reward student achievements. (up to 5 per lesson)</p> <p>Provide students challenging and engaging lessons.</p> <p>Model the highest of expectations for students and other members of staff. Be clear, calm and consistent.</p> <p>Provide a restorative conversation and call home when any red card behaviours are issued. Record this on ClassCharts as a note.</p> <p>Regularly communicate with students and home to address concerns and to celebrate success. Record this on ClassCharts as a note</p> <p>Respond to parent communications no longer than one school day from request.</p>	<p>Start each day fresh.</p> <p>Take an active interest in my son's experiences in school and attend parental meetings and whole school events.</p> <p>Support the school with my son's attendance and ensure he is punctual to school every day.</p> <p>Ensure my son has the correct uniform and equipment each day.</p> <p>Encourage my son to demonstrate the school values in his daily conduct.</p> <p>Stay up to date with my son's behaviours and achievements though the ClassCharts Parent app.</p> <p>Work in partnership with the school to celebrate my son's achievements.</p> <p>Communicate any concerns with staff, so that the right support can be in place.</p>

4. REWARDS

Audenshaw School believes that it is important to praise and reward. We will actively look for ways to reward students for exemplary behaviour and outstanding progress.

Students can earn Achievement Points for demonstrating the 3 School Values:

Respect Responsibility Resilience

Parents are notified of Achievement Points through the ClassCharts system / app



Rewards and recognition form part of our behaviour curriculum and are applied consistently by all staff, so pupils experience predictable encouragement for meeting expectation. (DfE Behaviour in School, Feb 2024)

Each half term, students' achievements are recognised through Year Leader rewards assemblies and the Principal's Values Reward. Each term, further achievements will be recognised by the school through trips / experiences / prizes.

Students will be recognised through:

- Postcards home.
- Gold Principal's postcards.
- Curriculum Leader Subject Awards.
- Attitudes to Learning grades reported home.
- Positive comments in class and / or reinforcement at the end of the lesson.
- Celebration of achievements shared in the school assemblies, on the school website and social media.
- Certificates, e.g. for exemplary / improved attendance (awarded in assemblies).
- Certificates and prizes are awarded for 'Academic Excellence' at the annual Presentation Evening.
- Attendance on school rewards trips / days.

The school runs several competitions and challenges throughout the year where students can earn prizes and places on rewards days such as: The Year Leaders' half termly Rewards assemblies, inter-form competitions, maths challenges, half termly attendance prizes.

5. BEHAVIOUR FOR LEARNING AND SANCTIONS

Audenshaw School believes that thoughtful and respectful behaviour is essential for effective learning. We expect all students to demonstrate the school values of respect, responsibility and resilience.

At times, when a student's behaviour does not meet the School's expectations, it will be necessary to apply a sanction. In line with most secondary schools, students will be issued with a **same day detention**. (In law, schools may issue detentions without parental consent or prior notice. Staff will still consider individual circumstances – e.g. travel arrangement, caring responsibilities, or SEND – when scheduling the time and place). This approach is used to ensure that unacceptable behaviours are immediately challenged, and students can begin their next school day with a 'fresh start'. Parents will be notified of any detention and the reason via the ClassCharts Parents app.

Furthermore, in order to maintain a positive environment, which is focused on learning, the school has a **ban on mobile phones and smart devices, energy drinks and chewing gum**.

Mobile phones and smart devices will be confiscated if they are seen in school. As per the 'Smart Devices Policy for Students', for a first incident, the device will be returned to the student at the end of the detention. For subsequent breaches, a parent or carer will be required to collect the device from Student Services. Devices may be collected at the end of the school day unless further investigation is necessary. In such case, the device will be retained until the investigation is complete.

If external agencies are involved, the device will only be returned when advised by the relevant authority.

Our mobile phone approach is aligned with DfE 'Mobile phones in schools' (Feb 2024). Confiscations and any searches will follow DfE 'Searching, screening and confiscation' guidance (updated Jul 2023). Adaptations and reasonable adjustments will be made where necessary (e.g. medical monitoring devices)

Students that have a mobile phone/ smart device confiscated will receive a detention. Yellow Card if the device is handed over immediately, Red Card is not handed over immediately.

We believe that this contributes to our excellent learning environment by removing distractions so that students can focus and engage in their learning.

Punctuality

All students are expected to be outside their form room and ready to learn by 8:20am on Monday, Tuesday, Thursday and Friday. Any student that arrives to school between 8:20am-8:45am must enter via late gate (staff/visitor entrance) and go to their form room immediately. These students will receive a late mark. On Wednesdays students are expected to be outside their Period 1 room by 8:45am.

Students arriving after 8.45am must sign in at school reception. They will receive a late mark.

Students with a late mark to school must attend a lunchtime late detention. This will be held in the Main Hall, 1 – 1.25pm.

A red card detention will be issued for any students that fail to report to the late detention. Further sanctions and interventions may be issued for poor punctuality and persistent lateness to school.

Students with persistent issues with punctuality will be expected to attend punctuality improvement meetings with parents and carers. Persistent absence or lateness will be addressed in line with DfE 'School suspensions & permanent exclusions' (where relevant) and 'Working together to improve school attendance' (Aug 2024), including early intervention and where necessary, local-authority legal processes. Poor punctuality could lead to attendance contracts and penalty warnings / fines.

Late attendance will be recorded as such on school records.

Any lateness to lessons will be addressed and recorded by classroom teachers. Further sanctions and interventions will be used to address persistent lateness to lessons.

Vandalism

Deliberate damage of school property directly affects the education of our students by taking much needed funds to repair the damage caused.

Where a pupil deliberately damaged school property, the school may seek recovery of reasonable repair/replacement costs. Decisions are made case by case, taking into account intent, circumstances (including SEND or vulnerability), and financial hardship, incidents may be treated as criminal damage where appropriate.

All deliberate damage to school fixtures, fittings and property will be costed and an invoice generated which will be forwarded to the parent / carer of the student along with a letter of explanation. In cases where financial issues may be causing the student and their family great hardship, the school may negotiate an alternative to payment.

Student conduct outside of the school gates

The School has the power to discipline students for poor behaviour outside of the school premises and the school day. The School will sanction any student who misbehaves when taking part in any school organised / school related activity, travelling to or from school, in or out of school uniform.

Serious sanctions will be given to any student that behaves poorly outside of school when that behaviour could have repercussions for the orderly running of the school, poses a threat to another student / staff member / member of the public and/or could adversely affect the reputation of the school. In all cases of poor behaviour, a staff member can only sanction the student on the school premises or elsewhere when the student is under the lawful control of a staff member.

Taking account of individual students (SEND, vulnerability, race, religion, culture and all protected groups under the Equality Act 2010)

Audenshaw School will work to ensure reasonable adjustments are in places for those whose apparent inappropriate behaviour may be a function of their SEND, disability, racial and / or cultural background or protected group status. This may include: key workers, pastoral

interventions, adjusted timetables, etc. We meet our duties under the Equality Act 2010, including making reasonable adjustments (and, where needed auxiliary aids/services) so sanctions are fair and proportionate for disabled pupils (DfE / EHRC guidance)

Training and regular updates will be provided to staff, where necessary, to better equip them to meet such students' needs. Regular ClassCharts data and 'round robins' will be used to monitor behaviour success and concerns, and best practice will be shared.




If, after these reasonable adjustments have been made, a student's behaviour still fails to improve then they can be subject to serious sanctions including the use of Permanent Exclusion.


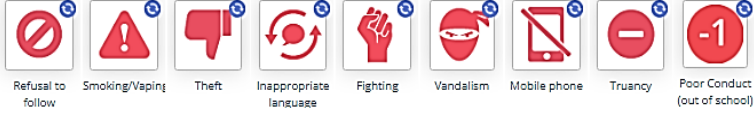
Behaviour Management.

Staff at Audenshaw School are committed to high standards of behaviour and engagement across school. Staff approach behaviour issues in a **clear, consistent and calm** manner. Professionalism will be the foundation of our approach.

All staff use ClassCharts as a classroom management tool. Staff can use this tool to adjust seating plans, view individual learning plans / strategies, reward students, and to sanction students in the event of poor behaviour.

4 stage behaviour management process:

<p>Stage 1</p>	<p><u>Quality First Teaching</u></p> <p>Staff will be at their classroom door to meet and greet students. They will use seating plans, their own physical positioning, positive framing, differentiated tasks, questioning, visual instructions, non-verbal cues, and other Walkthru strategies to facilitate excellent learning.</p> <p>Staff will identify positive attitudes to learning and engagement and reward up to 5 achievement points per lesson.</p>
<p>Stage 2</p> 	<p><u>Teacher Prompt</u></p> <p>Where these measures have not resolved the issue, a clear verbal warning must be given to the student and logged on ClassCharts. For example:</p> <p><i>“Name, unfortunately <u>you have chosen</u> to talk over the top of me again, please do not, this is a warning, a chance to reset your behaviour, we are listening to instructions, thank you.”</i></p> <p><i>“Name, this is a warning for off task behaviour. I have offered to help you and <u>currently you have chosen</u> to not start the task we are working on. Get back on task, thank you.”</i></p> <p><i>“Name, I have asked the class to work quietly and independently, <u>you are choosing not to do this</u>, this is a warning for that behaviour, please get on quietly or ask for help. Thank you.”</i></p>
<p>Stage 3: Yellow Card</p>  <p>30 mins same day detention</p>	<p><u>Yellow card</u> Examples of categories:</p>  <p>Homework issue boisterous behaviours Disruptive behaviour Dropping Litter Inappropriate use of IT Lack of work No Kit</p>

	Message sent home via ClassCharts Parent app.
Stage 4: Red Card  1-hour same day detention	Red Card: Examples of Categories:  Message sent home via ClassCharts Parent app. Two red cards in one day results in a period in Reset for 24 hours, including an extended day until 3:40pm - the next day.

Serious breaches of behaviour policy.

On call for: refusal to leave the classroom or non-attendance to partner teacher's room.

Use the OnCall alert button on ClassCharts. Teachers are encouraged to not continue to challenge students as this will disrupt the learning of the class.

A team member will arrive to support and remove the student. A decision will be made e.g. return to lesson, remainder of lesson with another member of staff, time in Reset. Parents/carers will be informed on the same day when a pupil is removed from a classroom. Removal is a serious, time -limited sanction and enables continuation of meaningful education in a supervised setting.

Other serious breaches of the school behaviour policy may also result in a student being given a Reset session.

Reset behaviours can include: vandalism, possession of smoking / vaping equipment, truancy, fighting, bullying, serious disruptive behaviours, or while a serious incident is investigated.

Students in Reset will:

- attend Reset in full school uniform,
- have an extended school day until 3:40pm,
- have break and lunch separately from their peers,
- be supervised for bathroom breaks,
- complete work set for them by their teachers or appropriate KS3 / 4 extensions tasks provided by the Pastoral Team,
- work quietly and sensibly.
- Students may complete a code of conduct booklet that asks them to consider their behaviours and contemplate more appropriate actions.

Removal from classrooms is used only when necessary, is recorded and reviewed, and remains proportionate. Pupils receive meaningful education while removed. (DfE Behaviour in Schools, Fen 2024)

Step Out: Off-site internal exclusion

This provision constitutes a form of off-site direction, and in line with the DfE's approach to managed pupil movement is distinct from a formal suspension. When a student's behaviour indicates that a period in another setting is beneficial, they may be placed in a partner school's internal inclusion or isolation unit. During this time, the student is expected to:

- Follow the host school's timetable
- Wear full Audenshaw uniform
- Bring a packed lunch
- Complete all work set by Audenshaw.

Should the student refuse to comply or behave poorly, they will be removed 'without delay' and issued a suspension, consistent with the DfE's requirement that off-site direction is time-limited and voluntary. (School suspensions and permanent exclusions, August 2024)

Suspension (Fixed-Period)

Under the Principal's statutory power, a suspension (fixed-period exclusion) may be issued in response to serious or persistent breaches of the Behaviour Policy, including but not limited to:

- Physical assault or threatening conduct
- Verbal abuse of staff
- Malicious allegations
- Use of abusive or threatening language
- Persistent defiance or refusal to follow instructions
- Ongoing bullying
- Any incident that endangers the safety or welfare of the school community
- Any incident involving the Police

Suspensions are recorded in the student's SIMS profile

Off-Site Direction (Time-Limited Placement)

In accordance with Section 29A of the Education Act 2002 and 2024 DfE guidance, Audenshaw may direct a student to another educational provision – such as Alternative Provision, a partner mainstream school, or a pupil referral unit – for a time-limited, dual registered placement. This step is considered only after internal interventions have failed to produce sustainable behavioural change. The placement:

- Is set for a defined period (typically up to 12 weeks)
- Is reviewed at its conclusion
- If successful, may result in a managed move or transfer of roll.
- If unsuccessful, the student returns to Audenshaw and may be subject to further disciplinary action.

Permanent Exclusion

Permanent exclusion is the last resort, employed only for the most severe or persistent infringement of the Behaviour Policy, especially those that pose serious risk to the safety of staff, students, or visitors. All such instances that threaten the safety and well-being of students, staff or visitors, are managed in line with statutory safeguarding and exclusion

procedures. The Principal will inform parents, the Trustee board, and the local authority and ensure that statutory guidance is followed. In the most serious cases, the policy will be notified.

Audenshaw School has a zero-tolerance policy with regards to weapons, drugs and alcohol. Students who bring in or use these items in school are likely to be permanently excluded.

Reintegration following 'Step Out' / Suspension / Off-Site Direction:

When a student returns to the main body of the school following a period of Step-Out, Off Site Direction or suspension, a reintegration meeting will take place on the morning of the student's return. The student must be present with their parent / carer and year leader. Following a suspension, a member of the Senior Leadership Team will be present.

The purpose of this meeting is to assess the student's readiness to return to school. The student will be asked to explain why they were given the sanction and explain how they intend to avoid further sanctioning. The school will outline what support will be put in place and the parent / carer will make a commitment to support the student and school. Student conduct will be reviewed by Year Leaders regularly.

A short pastoral /behaviour support plan (or updated pupil passport) will be agreed, monitored, and reviewed. This aligns with DfE expectations to support pupils following sanctions and prevent recurrence.

If the review is not passed by the student, for example for any further breaches of behaviour policy or reintegration agreement, this could result in an extension of the review period, further sanctioning, a Trustees' behaviour panel meeting, suspension, and / or permanent exclusion.

Specific sanctions given to students will not be shared or discussed with third parties.

6. BULLYING

One of the aims of our Behaviour Policy is to reinforce to students and employees that bullying is always unacceptable. We wish to encourage an environment where independence and individuality is celebrated and students can develop without fear. Every student has the right to be safe and happy in school and to be protected when he is feeling vulnerable.

What Is Bullying?

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition, 2008).

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour,
- it is repeated often over a period of time,

- it is difficult for those being bullied to defend themselves.

Bullying can take many forms but the main types are:

Physical – e.g. hitting, kicking, taking belongings.

Verbal – e.g. name-calling, insulting, racist remarks, homophobic remarks.

Indirect – e.g. spreading nasty stories about someone, excluding someone from social groups and cyberbullying – bullying people on the internet using sites such as Facebook, Snapchat and Instagram etc.

Why our school is concerned about bullying

There are a number of very important reasons for challenging bullying behaviour in schools:

- The safety and happiness of students: when students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem. Some may blame themselves for ‘inviting’ the bullying behaviour.
- Educational achievement: the unhappiness of bullied students is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.
- Providing a model for helpful behaviour: if they observe bullying behaviour going unchallenged, other students may learn that bullying is a quick and effective way of getting what they want. Those students who are being bullied may interpret the school’s inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

All members of our school have the following rights and responsibilities:

Students	Parents/carers	Employees
<ul style="list-style-type: none"> • Have the right to participate and enjoy school without being bullied or intimidated. • Have the responsibility to treat others with kindness and tolerance. • Have a responsibility to care for others and to report incidents of bullying to school staff. 	<ul style="list-style-type: none"> • Have the right to be informed of any alleged bullying and a right to be listened to when raising a concern. • Have a responsibility to report any concerns to school. 	<ul style="list-style-type: none"> • Have the right to go about work without intimidation or harassment. • The right to receive professional development to improve awareness and strategies on how to tackle bullying. • Have a responsibility to take any allegation of bullying seriously, and to report this to a relevant employee who can investigate.

Approaches to preventing bullying

Our school will ensure that we:

- encourage an atmosphere of positive relationships based around care and mutual respect between members of the community that builds everyone’s self-esteem (see

our core values). Employees will always model this behaviour and encourage students to do the same at every point of the school day;

- use assemblies, form periods, Life Skills lessons and appropriate parts of the curriculum to teach the values that show bullying to be unacceptable;
- encourage students to regard reporting incidents of bullying as both an acceptable and responsible thing to do;
- offer students a variety of channels to report their concerns, such as peer mentors, prefects, form leaders, the online reporting button;
- encourage employees to regard reporting bullying as a priority;
- train employees appropriately so they can identify and tackle all forms of bullying;
- ensure adequate supervision of students at all times and throughout the school site;
- actively encourage older students to look after younger students, e.g. via prefects and peer mentor systems.

Monitoring bullying

The School's pastoral system uses ClassCharts and MyConcern to record behaviour and bullying incidents. Incidents of bullying are recorded in subcategories that allows us to target specific types of bullying and support vulnerable groups:

- SEN disability
- Gender / gender identity
- LGBTQ+
- Race
- Religion
- No prejudicial attitudes.

This data is reported to the Senior Leadership Team and Trustees. Patterns of behaviour, procedures in areas for improvement are analysed by the Assistant Principal (Behaviour & Attitudes) and where necessary, actions and intervention are put into place, e.g. specific assemblies, INSET for employees, peer mentor work with a particular form group, restorative meetings for students.

The following response is made to all incidents of reported bullying:

a) Student, teacher, parent / carers reports bullying to the school

(In person, on ClassCharts using MyConcern, through a peer mentor, or the online reporting button.)

Staff can alert Year Leaders to any issues of bullying. All details should be recorded on MyConcern.

Statements taken from all parties to see if allegation fits definition of bullying. All statements are logged on SIMS. Where bullying is evident it will be logged as a bullying incident.

Parents / carers of all parties will be contacted. Mediation and restorative meeting with peer mentors can be offered.

SANCTION: RESET

b) Student / teacher / parent reports bullying behaviours have continued.

(In person, on ClassCharts using MyConcern, through a peer mentor, or the online reporting button.)

Pastoral member of staff with anti-bullying responsibility informed – Year Leader to investigate. Further statements taken from all parties to see if allegation fits definition of bullying. All statements logged on SIMS / MyConcern. Where bullying is evident it will be logged on as a bullying incident.

Parents / carers of all parties will be contacted. Further mediation to be offered alongside counselling support for victim. Referrals made to external agencies such as Youth & Family, Children's Social Care and counselling for perpetrator.

SANCTION: SUSPENSION

c) Where bullying behaviour continues and the health and well-being of students is in danger, the school can move to permanent exclusion (see pg. 7).

7. The use of force to control of restrain students

The powers of teachers and other employees to use reasonable force to restrain students are clarified in the DfE guidance *Restrictive interventions, including the use of reasonable force in schools* (effective April 2026).

The DfE defines a **restrictive intervention** as '*means to prevent, restrict, or subdue movement of the body*', including physical and non-physical actions.

Reasonable force is the legal power to use *no more force than is necessary for the least amount of time*, depending on the circumstances.

Restraint is a form of restrictive intervention that **immobilises or limits a pupil's movement**.

Seclusion involves **keeping a pupil alone in a space and preventing them from leaving**.

Use of reasonable force.

Staff may use reasonable force to prevent or stop a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among other pupils at the school, whether during a teaching session or otherwise

Headteachers and staff they authorise have statutory power to search a pupil of their possessions where they have **reasonable grounds** to suspect that a pupil may have a **prohibited item**.

Minimising the Need for Restrictive Interventions

The school promotes early intervention, prevention and de-escalation as the foundation of safe practice. The DfE states that school should:

- Build a positive behaviour culture and adapt environments to reduce triggers
- Train staff in effective communication, de-escalation and relationship=building.
- Analyse incidents to improve practice and reduce future use.

Staff should always consider **alternative, less restrictive strategies** before any physical intervention is used.

Supporting students with SEND and Vulnerabilities

The School recognises that pupils with SENF or communication needs may be at greater risk of distress. Staff must:

- Identify and understand individual triggers, including sensory, emotional and communication factors.
- Make reasonable adjustments to prevent escalation
- Preserve the pupil's dignity, including considering location and bystanders
- Use appropriate verbal and non-verbal communication to ensure the pupil understands what is happening

Seclusion

Seclusion may only be used as a **safety measure**, not as a disciplinary response or threat. The space must be **safe, supervised**, and the pupil must be allowed to leave **as soon as the immediate risk reduces**.

Recording Incidents

From April 2026, the school must record **every significant incident** involving the use of force. Records must include.

- Events before, during and after the incident
- Why intervention was necessary
- The type of intervention used
- Duration
- Who was present
- Injuries, distress and follow-up actions

Records must be completed as soon as reasonably possible and uploaded to **Myconcern**

Reporting Incidents

The school must report each significant incident to parents **as soon as practicable**, with the expectation that this should be **no later than the same day**, except in legally defined exceptional circumstances where reporting may cause harm.

Staff Training and Support

The headteacher ensures staff receive training appropriate to their role and to the needs of the pupils they work with. Training must align with DfE principles and include prevention, de-escalation, safe physical interventions, SEND awareness and safeguarding implications.

Following any restrictive intervention, the school will ensure that the pupil and staff are offered **debrief and support**.



HOME SCHOOL AGREEMENT

The School, parents and the student will work in partnership to help build an exceptional young man.

- An exceptional young man will consistently demonstrate the three school values: **Respect, Responsibility and Resilience.**
- An exceptional young man will work tirelessly to reach full potential and achieve success.
- An exceptional young man will embrace every opportunity and leave Audenshaw as a highly employable young man ready to make a positive contribution to society.
- An exceptional young man will always remember with pride that they are an 'Audenshaw boy.'

SCHOOL

Will help your son to become an exceptional young man because we will:

- * Develop **Respectful** students who will engage in a rich and varied Personal Development Programme
- * Develop **Resilient** students by offering a challenging and ambitious curriculum that leads to the strongest outcomes
- * Develop **Responsible** students who are guided to have high aspirations for their future
- * Deliver the school mission by having a relentless pursuit of excellence in all that we do.

PARENTS/CARERS

Will help your son to become an exceptional young man because you will:

- * **Respect** and trust the school. We will always make the best decision for your son.
- * Develop your son's **Resilience** and independence.
- * Take **Responsibility** for your son's education.

STUDENTS

Will work towards becoming an exceptional young man because you will:

- * Be **Respectful** at all times.
- * Show **Resilience** and never give up.
- * Take **Responsibility** for your own academic and personal development.