Monitoring and Tracking

Sixth Form Policies and Procedures

Reviewed and Approved by SMT and PAB September 2016
Next Review due September 2017
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A ATTENDANCE – FULL TIME CLASSES

1. INTRODUCTION

This Policy aims to provide clear procedures and guidelines for staff when monitoring student absence and setting standards of student attendance within the Sixth Form.

The College has a custom built web-based system of registration (EMILY) for classes on the Brockenhurst site which provides staff with reports on student attendance/absences. The EMILY system is administered by the WESS Systems Development team.

The College sets high standards of attendance for all its students and expects 100% attendance (0% unauthorised absence) at lessons. This expectation is made clear to students during the ‘Induction period’. Information is also included in the Learner Pledge and is reinforced during their time at College through the pastoral system. The importance of good attendance is communicated to parents/guardians in the ‘guide for parents’ on the parents portal and at meetings for parents/guardians of new students in July. The link between student attendance and achievement rates is emphasised to individual students at all stages and all staff should acknowledge excellent attendance.

The principles of the Policy apply also to adult students attending full-time classes, but some suggested action(s) may not apply for example contact with parents/guardians.

The Attendance Policy is overseen by the Curriculum Management Team in discussion with staff and student/parent(s) or guardian(s).

2. ROLES and RESPONSIBILITIES

2.1 Academic Tutor

The academic tutor has responsibility to record student attendance at each lesson on a daily basis and will challenge unauthorised absences/lateness with the individual student.

Academic tutors have primary responsibility for monitoring the attendance and performance of students in their classes, for challenging non-attendance and for recognising and encouraging good attendance. Attendance figures are available to academic tutors on the EMILY system and a routine element of their tutorial role is to systematically challenge students with regard to unauthorised absence. Where verifiable information regarding reasons for absence comes to the academic tutor they are able to amend registration marks accordingly.

Academic tutors should contact students or their parent(s)/guardian(s) to follow up absence. A range of codes are available to academic tutors when they are aware of the reasons for a student’s absence. When a student is marked as an unauthorised absence it is assumed that this is a cause for concern which should be followed up. They should take timely and appropriate action to ensure that acceptable standards are maintained.

Where an academic tutor wishes to highlight their concern or draw other staff member’s attention to other aspects of the student’s performance they can send a message using the EMILY system.

When an academic tutor becomes aware of a student having unauthorised absences, with no credible reason, or are concerned about performance or progress on their course they should raise an amber progress agreement. This alerts other staff to the possibility of an attendance problem and informs the parents of the college’s concern.

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Once drawn up, usually with the student present, an e-mail is sent to parents informing them that there is a progress concern (attendance or performance/progress) and that an agreement has been drawn up. Parents and students are then able to view the agreement, which contains specific targets for improvement, via the Parent and Student portals. An amber flag will show again the progress status for the student on their Emily record.

Agreements will be reviewed regularly on an agreed date, and on review the student’s status may be returned to green if they have met targets. Alternatively where some improvements have been made but issues remain they may remain on amber with fresh targets. Should problems persist, then the agreement should be escalated to the Personal Progress manager.

Registers:

Classes that are not running as scheduled will be registered using the appropriate code, **no later than the end of the day**.

In the absence of the academic tutor, it is the responsibility of the Head of Curriculum (or Director of Curriculum where the Head of Curriculum is absent) to ensure that the register is taken.

Students on trips will have their absences validated in advance by the trip organiser. Similarly students taking examinations will have their absences validated centrally.

Teaching staff will be sympathetic and supportive towards students returning to their class following a period of absence.

Individual student attendance rates will inform discussions during one-to-one meetings with the academic tutor. These are held at least once a term during review weeks. During the annual Self-Assessment process, academic tutors will be involved in team discussions about attendance rates on the subjects/courses they teach.

2.2 Personal Tutor

Personal tutors have responsibility, for challenging non-attendance and for recognising and encouraging good attendance. Attendance figures are available to Personal Tutors on the EMILY system and a routine element of tutorial work is to systematically challenge students with regard to unauthorised absence. Where verifiable information regarding reasons for absence comes to the Personal Tutor they are able to amend registration marks accordingly.

When a Personal Tutor becomes aware of a student having unauthorised absences, should liaise with academic tutors who will issue an amber attendance agreement, or issue an amber agreement themselves. This alerts other staff to the possibility of an attendance problem and informs the parents of the College’s concern.

Since absence is managed through group tutorial sessions, attendance at these sessions is particularly important. Personal tutors should use the facility on Emily to remind students and inform parents when a tutorial has been missed.
2.3 Personal progress manager

The Personal progress manager is responsible for working with students to ensure that progress is maintained. They will become involved only when a student has been working with an academic tutor / head of curriculum and has not made improvements, or multiple issues exist across subjects where a wider perspective on progress might be appropriate. Where problems have become more serious the student’s status may be marked as Red, and parents may be invited in to College to discuss the problem.

Each change to an agreement will be notified to parents, and accessible to students, who will be meeting with their personal progress manager on a regular basis as long as issues remain.

Where attendance is adversely affected by timetable issues the personal progress manager will make changes where possible to address the problem.

Personal progress managers will ensure that academic tutors are clear about their responsibilities and establish good practice in their curriculum teams.

Students at risk of losing their place

When a student fails to respond to targets set under a red agreement the personal progress manager will set their status as purple and discuss the case with the lead progress manager and / or the Pastoral and Welfare manager. A disciplinary interview will take place to which parent(s)/guardian(s) will normally be invited. The outcome of the meeting may be a decision that the student be required to leave College, or depending on the particular circumstances, a Final Agreement. In the event of a student being asked to leave, the normal Appeals Procedures will apply as stated in the College’s Disciplinary Code.

Final agreements may be monitored by one of the lead progress managers and / or the Pastoral and Welfare manager.

2.4 Heads of Curriculum

Heads of Curriculum line manage the personal progress managers within their curriculum areas and have the responsibility to ensure that academic tutors are clear about their responsibilities and to establish good practice in their curriculum area. They will also support academic tutors and personal progress managers, where appropriate, in matters related to class attendance and student progress. They are responsible for monitoring and reviewing attendance by subject/course and for following up any non-registration of classes. If there are issues of major concern, these will be discussed within the Curriculum Management Team to ensure consistency of practice.

Heads of curriculum will ensure that registers are taken when colleagues are absent and that staff adhere to the required standards for registering classes. Individual and group attendance will be discussed at least once a term at minuted Department meetings.

Heads of curriculum will receive annual guidance on reviewing their course(s) during the Self-Assessment Report process. Aggregated attendance data will be produced for analysis by the WESS team at this time and heads of curriculum will include attendance rates in their discussions.
2.5 The Lead Progress Managers and Pastoral and Welfare Manager

The two lead progress managers and the Pastoral and Welfare manager will work with personal progress managers and/or head of curriculum to assist with the management or interventions surrounding a complex student progress issue or where it is appropriate to have an independent third party review student progress.

2.6 The Administration Team

The administration team is responsible for processing telephone calls or e-mails reporting student absence, for processing absence notes and lateness slips and for entering authorised absence on EMILY. The team will produce individual student attendance details for sending to parents/guardians and will also check attendance ‘on the day’ for academic tutors/parent(s)/guardian(s), as appropriate.

The Attendance Officers

The Attendance Officers work in the afternoon and evening each day of the week to follow up on unauthorised absence. They work closely with personal progress managers and academic tutors calling home to enquire regarding non attendance, and also work proactively from the EMILY system, checking on student absence and ensuring that relevant information gets through to relevant staff.

2.7 Wessex Shared Services

The Director of Wessex Shared Services is responsible for the smooth technical functioning of the EMILY system, for the links between EMILY and the timetable programme, and for further development of the system once these have been agreed at directorate level with the Director of learners.

2.8 The Director of Learners and Vice Principal

The Director of Learners, and the Vice Principal where appropriate will ensure that procedures are applied fairly and consistently across all directorates.

3. OTHER PROCEDURES

If a student’s attendance is persistently unsatisfactory, a charge for examination entry fees will be made, if appropriate.

4. MONITORING

Each course team will monitor and review attendance on an annual basis. Attendance rates by subject/course and College-wide rates will be reported and examined by different groups (ethnicity, disability, care leavers etc).

5. STAFF TRAINING

All new staff will receive training on the Attendance Policy and functioning of EMILY.
DEALING WITH ATTENDANCE PROBLEMS AND CAUSES FOR CONCERN

1. Monitoring Attendance – summary

- Monitoring student attendance and responding to absence is the responsibility of all teaching staff and personal tutors.
- Prompt intervention and response to student absence is crucial: it can enable teaching staff and tutors to provide timely support to enable students to stay on course and improve retention. For some students, referral to Skills Development and/or Counselling services will be part of this.
- The College sets out in the Learner Pledge and College Standards, clear expectations of students in relation to attendance and punctuality. Students are expected to attend and be punctual for all lessons and tutorial sessions, and that reasons for absence/lateness must be reported to the College and/or explained to staff.
- Information about attendance patterns will be available to staff so that any inconsistencies, worrying patterns of attendance etc. can be highlighted and discussed with the student.
- Parents/guardians will receive attendance information twice in the year, and the data will be posted live on the Parental Portal.

2. Absence: When to Take Further Action?

- Students should always be asked to explain absence and lateness
- Any regular pattern of occasional absences or absence of more than 2 lessons or tutorials must be investigated
- Persistent lateness should be treated as seriously as non-attendance.
- A 4 stage warning process will be used to deal with persistent attendance problems, and the academic tutor will be involved at all stages in the process, working closely with the Personal Progress manager and Heads of Curriculums

3. Dealing with Problems: College Disciplinary Code to Support Underperforming Students

The following 4 stage process is in place to support students who are under-performing in terms of attendance, classroom behaviour, completion of work or quality of work. At all stages, the emphasis must be on retention via positive action planning and support, and clear expectations/targets must be set.

General criteria for deciding to enforce the Disciplinary Code:

**Attendance/Punctuality** -
- student has missed 3 consecutive lessons or tutorials without good reason (good reason = illness, family crisis/problem)
- student is developing a pattern of patchy attendance (e.g. ‘odd’ lessons missed 3 weeks running without satisfactory explanation) and/or attendance percentage is falling below 90%
- student is persistently late over a 2 week period or more

**Progress on Course is Causing Concern due to** -
- consistent failure to keep to work deadlines
- consistent lack of effort, poor motivation
- unacceptable behaviour/poor attitude
Stage 1   Informal Support

Under-performance is dealt with as part of routine teaching by academic tutors. Students must be given a warning that they are under-performing and instructions as to what they need to do to improve. It is helpful for early concerns to be recorded on the student’s Contact Log – e.g ‘warned Jack about quality of his homework’. Alternatively you can send an Emily message to the Personal Tutor.

Non-attendance should be noted by academic tutors and discussed with students they should pick up unauthorised absences on a weekly basis and emphasise the need to maintain full attendance, authorise absence and catch up on work missed.

Academic tutors are encouraged to contact parents/guardians at an early stage to discuss concerns. Using the Contact Log and Emily messaging will ensure that all staff are ‘in the loop’.

The Contact Log can be accessed on EMILY either through your class list or through the student’s individual ILP.

Stage 2   Formal Support: Amber Flag

Where problems with performance persist or worsen the academic tutor should issue a Progress agreement. This should be discussed with the student immediately where possible or at the earliest opportunity. Once an agreement is saved it can be printed and a copy given to the student. An e-mail notification will be sent to parent(s)/guardian(s) informing them that a problem has been identified and an agreement issued. The agreement will be visible to parents on the Parents’ Portal.

NB Where the student is having genuine learning difficulties in relation to either behaviour or completion of work they should be encouraged to seek support from Skills Development.

Stage 3   Red Agreement

When a student has failed to meet the terms of an amber level agreement and the academic tutor opts to escalate, the Personal progress manager or Head of curriculum will discuss this with the student, mark the student’s status as red, and add fresh targets. Parents will be informed by telephone and/or e-mail and will be invited to discuss the issue with the Personal progress manager or Head of curriculum.

Students will be made aware of the stages of the disciplinary support procedure and the consequences of failing to respond to their new targets. When an agreement on RED is reviewed the Personal progress manager or Head of Curriculum may mark the Agreement as complete, putting the student back to green or amber as appropriate. Alternatively they can issue a further Agreement at Red, or where the situation has worsened, escalate to purple.

Stage 4   Purple Flag

At stage 4, the student will meet with their Lead Progress manager and / or Head of Curriculum and parent(s)/guardian(s) will be invited to attend. There will be 3 possible outcomes of the meeting

1. A final set of targets will be issued
2. The student will be required to withdraw from College
3. The student will decide to withdraw from College
Targets will be shown on EMILY in the usual way and will be indicated by a purple flag.

In the event of the student being required to withdraw, or deciding to withdraw, this will be confirmed by letter to the student and their parent(s)/guardian(s) within 2 days of the meeting with a copy to the Personal progress manager, the relevant Director and the Principal. Students will be offered a careers interview.

**Fast-Track Procedures:**

Where a student has committed an act of serious or gross misconduct, s/he may be fast tracked to Stage 3 (Red) or 4 (Purple) of the Procedure at the discretion of the Head of Curriculum, Personal progress manager, lead progress manager, pastoral and welfare manager or one of the college directors.

Under all other circumstances, students may not be placed on any level of the Disciplinary Procedure without the previous levels being properly completed and documented.

All staff should use students’ Contact Logs to ensure that all disciplinary contact with students is properly recorded.

**Please note:**

**Serious Breaches of the Student Code of Conduct / College Regulations**

In the case of serious breaches of any aspect of College policy, Health and Safety Regulation or the law a student may be suspended or permanently excluded.
C REVIEWING STUDENT PERFORMANCE

Target Grades:
All students will be given target grades automatically when they begin their course. These grades are based on statistical data comparing entry grades with final achievement. This data has been collected over many years and is regularly updated. They give an indication of average performance. Some students will achieve well above their target grades and should be encouraged in this. College grades are set at a grade above the statistical average to encourage student aspiration.

Progress Checks and review weeks:
Academic tutors assess the progress of students in October and February and these are in conjunction with review weeks which will also run at the same time. During review weeks, academic tutors will have a short 1-1 meeting with each of their students to review progress. Progress Checks are completed after this and grade student performance in 2 areas, Effort and Attainment, to give a snapshot of progress. Progress Checks include a grade for current performance – these can be compared to the student's target grade. The Progress Check system is accessed via the EMILY dashboard.

Progress Checks consist of the following:

1. Grades from 1 (excellent) to 4 (below expectation) for Effort and Attainment
2. A Target Grade: The grade will be generated automatically from a student's GCSE results using value added data. For second year students please replace the target grade with a predicted final grade for your course, bearing in mind that this needs to be sufficiently aspirational to motivate students. This will be used by Tutors completing UCAS applications.
3. A Current grade: This shows current performance levels and should be based on a specified assignment/test etc.
4. An optional section for adding a note which can be used for highlighting exceptional performance or specific concerns. If a score of 3 or 4 is recored then a note MUST be recorded.
5. A final column headed 'remind me' – ticking this box will generate an e-mail reminding you that you need to do an Amber agreement (First Level Agreement (Performance) for this student. Since a grade 4 on the Progress Check indicates unsatisfactory levels of performance students should be put on an Agreement if one is not already in existence.

Progress checks are sent home to parents after the ½ term in October and February.

Target Grades and Progress Checks offer a good basis for discussion with students and it is important that Personal Tutors offer positive reinforcement to students who are progressing well, as well as support for those who are under achieving.

Testimonials:
Academic tutors complete a written report on performance in March for one-year students and June/July for students on a 2 year course. The Testimonials form the basis for a reference for application to Higher Education or employment, or for re-application for the College.
D SUSPENSION AND EXCLUSION - DISCIPLINARY PROCEDURE

This Procedure is designed to assist and encourage all students to achieve and maintain appropriate standards of behaviour and performance, as set out in the Student Learner Agreement and Code of Conduct. When a student is under 18, parent(s)/guardian(s) will be involved where indicated below. Parent(s)/guardian(s) of students over 18 may be involved at the discretion of the Head of Curriculum/Pastoral and Welfare Manager/relevant Director/Principal.

Misconduct

1. In cases of misconduct (see appendix 1) the student’s Personal progress manager/Head of Curriculum/Pastoral and Welfare manager or if appropriate the relevant Director may at his/her discretion suspend a student for a period of not more than 5 working days. This suspension may serve as a punishment in its own right, as a period to allow further investigation or as a cooling-off period. Parent(s)/guardian(s) will be telephoned immediately and informed that the College is suspending in its “in loco parentis” role. They will be informed of the nature of the suspension in writing with copies to the relevant Director and Principal, and also invited into College to discuss the suspension. The suspension will be recorded on the student’s Contact Log and a message sent to all staff teaching the student.

2. If a student’s Personal progress manager/Head of Curriculum/Pastoral and Welfare manager or the relevant Director is not available, any member of the College’s Senior Management Team may at his/her discretion suspend a student for a period of not more than 5 working days. This period may serve as a punishment in its own right, as a period to allow further investigation or as a cooling-off period. The member of Senior Management will liaise with the Head of Curriculum/Pastoral and Welfare manager as soon as possible. Parent(s)/guardian(s) will be telephoned immediately and informed that the College is suspending in its “in loco parentis” role. They will be informed of the nature of the suspension in writing with copies to the relevant Director and Principal, and also invited into College to discuss the suspension. The suspension will be recorded on the student’s Contact Log and a message sent to all staff teaching the student.

3. In some instances, the Principal may choose to be directly involved in a case of misconduct (for instance if it involves the police or members of the local community). S/he reserves the right at his/her discretion to require a student to withdraw from College or suspend a student for an indefinite period, but will always involve the Head of Curriculum/Pastoral and Welfare manager/Director in the process. Parent(s)/guardian(s) will be telephoned immediately and informed that the College is suspending the student in its “in loco parentis” role. They will be informed of the nature of the suspension in writing with copies to the relevant Director and Principal, and also invited into College to discuss the suspension. The suspension will be recorded on the student’s Contact Log and a message sent to all staff teaching the student.

4. After a period of suspension a Personal progress manager/Head of Curriculum/Pastoral and Welfare manager may at his/her discretion, and in discussion with the relevant Director:

a) reinstate the student with or without conditions or

or

b) with the relevant Director’s approval, impose a further period of suspension of no more than 5 working days, for example, to allow further investigation, an extension of the cooling-off period or by way of further punishment. The student and parent(s)/guardian(s) will be notified of this decision in writing with copies to the relevant
Director and Principal. After this second period of suspension either 4a or 4c will apply.

c) with the relevant Director's approval, require a student to withdraw from College. The student and parent(s)/guardian(s) will be notified of this decision in writing with copies to the relevant Director and Principal.

Appeal Procedure

First Stage

1. In all cases, where a student is required to withdraw from College, s/he shall have the right of appeal in the first instance to the Principal. Students and parent(s)/guardian(s) shall be informed of this right in writing. Appeals to the Principal must be made in writing within 10 working days from the date of withdrawal. Once an Appeal is lodged, the student shall not attend College until the Appeal is heard. The Appeal will normally be heard within 10 working days.

2. All students required to withdraw from College shall have the right to present their case in person to the Principal with 2 other people, for instance a parent(s)/guardian(s) or a friend, in attendance if they so wish, to speak on their behalf. Students may invite witnesses to present evidence orally or in writing. During an Appeal, the Principal may receive representations from the student concerned, parent(s)/guardian(s), Head of Division/Head of Admissions and Pastoral Support, Personal Tutor and any other person s/he deems appropriate. Evidence may be received in writing or orally, as the Principal determines.

3. The Principal may, at her/his discretion, either:

   Uphold the Head of Curriculum/Pastoral and Welfare managers decision to require the student to withdraw,
   or
   reinstate the student, with or without conditions as appropriate.

The findings of the Appeal will be communicated to the student and, his/her parent(s)/guardian(s), in writing, normally within 3 working days. The Principal's decision is final.
MISCONDUCT

Some examples are:

a) Acts or attempt(s) of dishonesty resulting in the loss of property of another (eg an appropriation or taking away of property belonging to another).

b) Acts or threat(s) of violence towards a person(s).

c) Acts of vandalism.

d) Allegation(s)/charges of criminal activity(s) pending a court case.

e) Breach of the examination procedure.

f) Disruptive behaviour in class and/or on campus and/or on transport to or from the College or College activities and/or on field or other trips.

g) Deliberate refusal to carry out reasonable and/or lawful and/or safe instruction(s) relating to the health and safety of the student and/or other students and/or staff (eg smoking cigarettes other than in designated area[s]).

h) Reckless driving on the College site such that the property or safety of students, staff or visitors is at risk.

i) Gross negligence leading to loss or damage of property or personal injury or death.

j) Criminal conviction whilst at Brockenhurst College.

k) Criminal activity that results in a caution whilst at Brockenhurst College.

l) Failure to disclose criminal conviction(s) where it is required.

m) Interference with the College software and/or network of computers.

n) Misconduct as defined by the College Anti-Harassment Policy or Equal Opportunities Code of Conduct.

o) Selling Student Union event ticket(s) or other such merchandise for more than the Student Union agreed purchase price.

p) The taking of and/or the selling of an illegal drug or drugs and/or toxic substance(s) and/or alcohol on the College campus or on College transport or at a Student Union event(s) or whilst on a College trip (in the case of alcohol at Student Union events this is qualified by the requirements of being over 18 years old) or being intoxicated.

q) Willfully ignoring responsibilities (as expounded in the Charter, Student Planner, Student Learner Agreement etc.) or instruction(s) as given by staff of Brockenhurst College and thereby placing a student(s) and/or staff/third party in danger.
OTHER BEHAVIORAL OR PERFORMANCE PROBLEMS

Some examples are:

a) Breach of the code in the LRC.

b) Failure to meet the requirements of the College Progression Policy.

c) Non-completion of homework and/or coursework as stated in the course and/or subject manual(s) and as instructed by the academic tutor and/or Head of Department.

d) Homework and/or coursework completed late.

e) Inadequate preparation for lessons.

f) Lack of punctuality at lesson(s).

g) Poor or inadequate work.

h) Non-attendance at lesson(s), examinations or assessments.

i) Non-attendance and/or lateness and/or poor attitude during work experience.

j) Misuse of IT services.
Controlling and/or Restraining Learners – Staff Guidance

Brockenhurst College does not expect staff to utilise physical restraint or exert force on students in any situation. However, in very exceptional circumstances, where there is immediate risk of serious injury or death, staff may feel that physical restraint is the only appropriate form of action. If a situation develops where restraint may be necessary, the Police should be called immediately.

If restraint is necessary, staff will be covered by the non-statutory guidance issued by the Department for Children, Schools and Families, *(The Use of Force to Control or Restrain Pupils)*. It applies in all situations where the College has responsibility for students, including times when students are off-site on educational trips. Section 93 of the 1996 Education Act gives teachers and other staff the power to use ‘reasonable force’ to control or restrain students in certain circumstances.

The College has a duty of care to maintain good order and discipline among its students and safeguard their health and safety, both when they are authorised to be on the College premises and when they are engaged in authorised College activities elsewhere. Staff should use appropriate disciplinary sanctions and employ de-escalation techniques to diffuse a situation.

**Examples of Incidents where Police intervention may be required:**

- A student attacks a member of staff or another student
- Students are fighting
- A student is engaged in or on the verge of committing deliberate damage or vandalism to property
- A student is causing, or at risk of causing, injury or damage by accident, rough play, or by the misuse of dangerous materials or objects to themselves or others

**Examples of Incidents where De-escalation strategies should be used:**

- A student is running in a corridor or on a stairway, in a way in which he or she might cause an accident likely to cause injury to themselves or others
- A student tries to leave the College site whilst in a state of extreme distress, which may put that student or a member of the public at risk of injury
- A student persistently refuses to obey an order to leave a classroom or a situation
- A student is behaving in a way that is seriously disrupting a lesson

**Practical Considerations**

Staff should make every effort to diffuse a situation in a calm manner. The individual who is misbehaving needs to be told to stop and informed of the consequences if they fail to do so. The member of staff should continue attempting to communicate with the student throughout the incident. A calm and measured approach to a potential situation is always required and staff should never give the impression that they have lost their temper, or are acting out of frustration, or to punish the student.

Where a staff member has sent for help, they should inform the student/s concerned of this and try and diffuse the situation through continued talking whilst waiting for help.
In exceptional circumstances, where there is immediate risk of serious injury or death, a member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a student from hitting someone with a dangerous object or throwing something that may be a danger to others e.g. a glass bottle or hammer.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme situations it may not be possible to avoid this. Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate conduct.

**Practical Strategies**

**DO:**

- Remain controlled
- Talk clearly and give clear instructions
- Keep talking, (Calm requests for desired behaviour)
- If a student needs to be removed from the classroom, move with the student towards the classroom entrance
- Request help and tell the student you are requesting help
- In order to help maintain calm, remove any audience wherever possible
- Remove other people, if they are in danger
- Remove potential weapons
- Assume that the student is going to calm down

**DON’T:**

- Use confrontational body language
- Engage in prolonged or exaggerated eye contact
- Use confrontational language e.g. ‘stop being childish’
- Use physical intervention