

Crudgington Primary School Behaviour Policy 2021-2022



Crudgington Primary School Behaviour Policy Document Status				
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Aims

This policy builds upon many years of good practice at the school and promotes good and outstanding behaviour for learning.

“The children are central to the school’s work and this is reflected in the happiness and enthusiasm shown by all those in your care. You have created a school environment where every success is celebrated, and the children show a great love of learning. This is evident from the joy that the children show in sharing their work and achievements”

Ofsted Inspection Report, February 2017

Our school community will...

- feel, happy, safe and secure at our school
- respect one another and ensure all pupils have full access to the curriculum
- understand that all members of the school community have high expectations of pupils and each other
- represent the school well in the community

This policy is to enable these aims to be achieved by ensuring Governors, staff, parents and pupils are all clear about the facilitation and promotion of good behaviour and the consequences of inappropriate, unsafe or disruptive behaviour.

Consistency in Approach

The basis of the school’s strategies for promoting good behaviour will be its three ‘Rs’ rules that promote how pupils should behave:

Ready

Respectful

Safe

In addition to this we promote learning skills that support good behaviour for learning in years EYFS-

- Responsibility
- Resilience
- Resourcefulness
- Reflection

Foundation Stage:

- Playing and exploring
- Active Learning
- Creating and thinking critically

The school rules are expected to promote a happy, safe environment to work in.

School Leadership and Responsibilities

The governing body has the responsibility of setting down the general principles for standards of discipline and behaviour and reviewing their effectiveness. The governors support the head teacher in carrying out these principles.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy with the support of the Governing Body.

The Governors should advise the Head teacher of their views on specific measures for promoting good behaviour. This might include such issues as bullying, racial or sexual harassment, and maintaining regular attendance. The governing body also has a general duty to ensure the school follows policies to promote good behaviour and discipline among pupils.

The Head teacher is responsible for promoting good behaviour and discipline in line with the governing body's statement of general principles. Within this policy the head teacher will draw up the school's written discipline policy which may include making and enforcing the school rules to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying among pupils;
- ensure pupils' standard of behaviour is acceptable and regulate pupils' conduct.

The Head teacher should put in place effective strategies against bullying which are developed and put into effect by everyone in the school, including pupils. Governing bodies should regularly review their school's anti-bullying policy.

The Head teacher is responsible for ensuring during their induction new members of staff are fully informed of this policy and can implement it.

The Role of teachers and Support Staff

Classroom Management

Strong and engaging teaching that is personalised to pupils by providing stimulating contexts and work differentiated to an appropriate level of challenge is one of the most effective ways of maintaining good behaviour.

Staff should have systems in the classroom to maintain the day to day running and the organisation of their classroom.

School rules will be reiterated during assemblies at least termly. Learning skills will be reiterated more regularly through daily classroom practice.

Good behaviour should be consistently promoted. Children should be praised for following rules and instructions as this will model the correct behaviour to their peers.

If a child does not adhere to school rules, they should be informed of which rule they have broken and employ the appropriate consequences for the pupil.

Staff should inform parents of good behaviour through one of the school's reward systems, written reports, and assembly awards and at report evenings.

At the early stages of concern over behaviour parents should be informed by the class teacher and the Headteacher should be made aware of this communication.

If pupils show disrespect or insubordination to adults, act violently toward other pupils or staff, or are found to not be telling the truth, they should be sent to the Headteacher, or in their absence the Assistant Head, at the earliest opportunity.

If a pupil's behaviour is endangering themselves, other pupils or staff, the class teacher should ensure the safety of other pupils and inform the most senior member of staff on site immediately.

Staff should support one another in employing a consistent approach by praising good behaviour and identifying incorrect behaviour of all pupils in the school.

Teaching staff should share information with all other staff to promote good behaviour with pupils who have a particular need, including preparing information for supply teachers to enable consistency and transition.

Information regarding classroom routines should also be left for supply teachers to enable consistency.

Teaching staff take responsibility for pupil behaviour at the start of the school day, as published in the school prospectus, and give the responsibility back to parents at dismissal.

The conduct of staff in their interactions with parents should support the promotion of positive behaviour around the school and all meetings should be conducted in a professional manner. This may include asking parents to make an appointment

Crudgington Primary School employs an open-door policy for discussion with parents at the end of the day but these times may not be appropriate for all discussions. In such cases an appointment will need to be made.

If staff feel a colleague is not behaving in a manner that supports the expectations of behaviour in this policy, they can report this to the Headteacher as per the Local Authority's Speak Up policy. The Headteacher will investigate and respond in line with the Speak up Policy.

If the concern is about the Headteacher, contact should be made with the school's chair of governors, Mrs Julie Francis.

The Role of Parents and Carers

The school is required to have a Home School Agreement that parents are asked to sign. This outlines the responsibilities of the parent and the school including those with respect to behaviour and attendance.

The school seeks to develop a partnership with parents so that parents are supportive of the school's behaviour policy when incidents occur.

Parents/Carers have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract.

Whilst on the school site, parents are expected to model good behaviour to the children. This includes not using profanity, treating others with respect, and acting in a manner to maintain safety around the school. If parents are concerned by any behaviours, they should report these to a member of staff as soon as possible.

Parents/Carers are responsible for ensuring their children behave well upon arrival and collection from school and their journey home.

If a child is excluded (see section 15 – consequences), their parents/carers must take responsibility and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the local authority may issue a £60 penalty.

Parents are expected to attend a reintegration interview following any fixed period exclusion from school. This is to ensure a smooth start back to school with all stakeholders engaged.

Parents do not have an automatic right to access school grounds therefore if their conduct does not support this policy the Headteacher can remove the implied licence to enter school grounds while review is undertaken.

Any long term or permanent ban would be subject to the approval of the Governing Body.

The Role of Pupils

Pupils are expected to follow the school rules as the aim of these is to produce a happy, safe environment to work in.

Older pupils are expected to model good behaviour to younger pupils.

Pupils should take responsibility and;

- Not join in with behaviour that they know breaks school rules.
- Report behaviour they see breaking the rules to the supervising member of staff

If pupils do not follow the school rules they are expected (with support) to recognise which rules they have broken and reflect on their actions

When lined up or travelling around school, or outside during a fire drill, pupils are expected to be quiet to maintain their full attention for safety reasons.

Pupils are expected to employ the learning skills to develop their behaviour for learning and become more independent in their learning.

Anti-bullying

The school does not tolerate any kind of bullying. All incidents of reported bullying will be investigated.

The school has adopted the Local Authority's Anti-bullying policy. This was published by the safeguarding team and is updated every year. Paper copies are always available, and it is also published on the school website.

The school will continue to educate pupils about anti-bullying during anti-bullying week, the PSHE curriculum and the work of the Super Safeguarding Squad. Any pupil caught bullying will face severe consequences.

Break & Lunchtimes

Pupils are expected to follow the school rules at break times and lunchtimes with particular emphasis upon acting safely.

The lunchtime and break time supervisors will follow the expectation of all staff to promote good behaviour. If necessary, they have the power to discipline pupils.

Extended Services including after-school clubs

School staff, groups of parents and external providers may run after-school clubs at the Crudgington. All clubs will manage behaviour within the framework of the school behaviour policy.

External providers will have the expectations for behaviour shared with them when arrangements for the club to commence are made. The providers will maintain discipline at their club. If there are concerns over this, parents will raise the issue with providers in the first instance. If they continue to have concerns, they should contact the Headteacher.

If there is a concern over safety at a club, the Headteacher should be contacted in the first instance.

If external providers request that pupils do not participate in clubs on grounds of poor behaviour that contravenes the school rules, the Headteacher will consider giving a warning or if necessary, ceasing the child's participation.

To participate in teams that represent the school, pupils will be expected to behave well in school. Representing the school may be a privilege that is removed if children do not behave in school (

Activities off site

Pupils are expected to follow school rules in activities off site.

Staffing ratios should always ensure there is enough staffing available so that behaviour can be managed effectively.

Inappropriate behaviour, particularly refusing to follow instructions or putting themselves or others in danger could result in the activity being cut short for the pupil and the parent, or carer, may be called to collect them.

Inappropriate behaviour which prevents effective planning of provision for a child on an offsite activity may mean the pupil cannot participate.

E-safety and Behaviour on the internet

Pupils are expected to follow the school rules in their conduct whilst using the internet and publishing materials online.

To support this, they are expected to keep their passwords secure and only share them with their parents as inappropriate behaviour via their log-in may be tracked to them.

12. Behaviour beyond the School Gate

Pupil misconduct beyond the school gate, particularly on the journey to or from school, or that could affect the school's reputation will be dealt with as per the strategies in Appendix 1.

13. Good to be Green (GTBG)

Crudgington Primary School uses the 'Good to be Green' system for behaviour.

Every morning all children start on green, regardless of what happened the previous day.

Here at Crudgington we always seek to change disruptive behaviour in a positive way, e.g. praising children demonstrating expected behaviour, catch them being good, friendly reminders, moving children to a space where they would be more focussed. However, should a child continue to misbehave and not respond to positive behaviour management strategies, then these steps are followed:

The adult in charge of the class – Teacher/HLTA will speak one-one with the child and explain the behaviour that needs to stop in relation to the school rules.

Then:

A clear verbal warning will be given to the child reminding them of the previous discussion and highlighting the behaviour that needs to change.

Then:

If the disruptive behaviour continues, the child will get an orange warning card

Any further disruptive behaviour will lead to a red card being issued. A red card is serious and will not be given easily – children in school have a clear understanding that a red card is issued for serious behaviour concerns.

Procedures for the issuing of red cards

1. Children who have received a red card must be sent out of class for a short period of time. The length of time will be dependent on the child and the severity of the behaviour. The child will be sent to the Head teacher, or in the Head's absence the Assistant Head
2. When a child is sent out of class, they must always be accompanied by a teaching assistant, HLTA or member of teaching staff (dependent on availability). No child will be sent out of class without being assigned to an adult who will ensure their welfare out of the classroom. In the absence of an adult to accompany the child – the class support envelope will be delivered to the Headteachers office to indicate the presence of the head or assistant head is required.
3. The Headteacher/Assistant head will speak with the child about their behaviour and clearly set out expectations of behaviour moving forward.
4. Once a child returns to class, they will stay on a red card as a reminder for the rest of the day. As per school policy, the red card will be reset to green the next day so the child can make a fresh start.
5. Any red cards given out will be recorded by the Headteacher, or in his absence a Key Stage Leader on CPOMS

6. In all cases, a red card means a letter home (see appendix 4). These letters will be handed to the parents/carers after school. On occasion, dependent on timings and availability, it may be deemed appropriate to post these letters. The letter will give the parent/carer opportunity to meet with both the Head teacher and the class teacher to discuss how we can best work together to ensure appropriate behaviour for learning.
7. If a child performs a dangerous or deliberate action that shows no respect for property or person such as: biting, kicking, hitting, fighting, or leaving the classroom without permission, then the child could be given a red card immediately at the discretion of the class teacher or a member of The Senior Management Team (SLT)
8. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson.

Rewards

At Crudgington Primary school, we seek to recognise, praise and reward good behaviour in and around school as well as instances of much improved behaviour

We also recognise, praise and reward good behaviour for learning and academic achievement. We seek to reward children on these merits regardless of their starting point.

The school employs a house point system which staff can use during lessons to reward good behaviour, learning behaviours and academic achievement. House point results are collated and presented in weekly achievement assemblies.

Recognition of good behaviours can also be acknowledged through the presentation of achievement certificates. These are presented during achievement assemblies and can act as an interim report to parents on good behaviour as these are taken home. We reward good behaviour on a weekly basis where we issue 'Good to be Green' certificates.

On Friday we recognise children who have gone 'above and beyond' in class with a hot chocolate with a member of the SLT and a letter home informing parents/carers.

Crudgington Primary School will also recognise through its achievement assemblies and newsletters those children who have represented the school well in the community through sports or other endeavours.

Achievements that pupils have made out of school can also be recognised in achievement assemblies if the children inform staff they wish to do so, and it is deemed appropriate.

The Power to Discipline

The Education and Inspections Act 2006 included, for the first time, a specific power for teachers to discipline pupils – for breaking a school rule, failure to follow instructions or other unacceptable behaviour. It applies at any time a pupil is in school or elsewhere under the charge of a teacher, including where a pupil

is participating in an educational visit. The power also applies to other staff with responsibilities for controlling pupils, such as teaching assistants.

The Act also states schools' discipline and behaviour policies may allow teachers to regulate the conduct of pupils when they are off school premises and not under the control of school staff. See Appendix 1.

Consequences

Within classroom activities, or at break times, in the first instance, children should be given a warning about their behaviour and be referred to the rule they have broken.

If appropriate, the warning could take the form of a time out or cooling off period.

If children continue to break the rules following a warning, they will lose time at their next break to write, or have transcribed depending upon age or SEN, a letter of apology for the inappropriate behaviour. This will be addressed to person their behaviour affected, will include the pupil's recognition of which rule they broke and how they will prevent this from happening again. A copy will be given to the Headteacher to file and to the person affected to apologise.

If a child has written a letter of apology for their behaviour this is an appropriate time for a member of staff to communicate early behaviour concerns to parents.

If a child writes a number of letters of apology in a short space of time, the Headteacher will contact the child's parents and inform them of a further consequence. This may be the removal of a privilege or a home-school book may be kept informing parents more regularly of behaviour in school.

If there is sufficient evidence that a pupil has committed a disciplinary offence and allowing the pupil to remain in school would seriously harm the education, welfare of pupils or adults in the school, the pupil will be excluded for a fixed period or permanently.

Only in exceptional circumstances, would a child who has verbally abused or whose actions have harmed an adult at school not be excluded for a fixed period.

The Headteacher will seek support of the Local Authority's Learning and Behaviour team to support children with behaviour issues. In most cases, this will be to find strategies to promote positive behaviour and avoid exclusion but, in some cases, it will be in response to a particular incident.

The Headteacher must arrange a reintegration interview following any fixed term exclusion.

A permanent exclusion should only take place when the school has exhausted all other strategies.

SEND

Pupils who have Special Educational Needs that affect their behaviour will have strategies to use and targets to achieve set in their individual provision map.

Therefore, they may be treated differently in the consequences they receive as to pupils who do not have special needs regarding behaviour.

Equality Duties

This policy will be applied in a consistent, non-discriminatory fashion to ensure it meets the requirements of the Equality Act.

Searching and Confiscation

See appendix 2 – searching and confiscation

The use of Physical Intervention

See Appendix 3 - the use of Reasonable Force

Communication of the Policy

The ethos of this policy will be included within the home-school agreement, agreed by governors and shared with pupils, parents and staff.

Any parents who join the school during the school year will receive the school prospectus and information on how to locate policies.

Reminders of behaviour will be published in the school newsletter at the beginning of every term.

The sections of the policy required for day-to-day classroom management will be published in the school handbook for staff.

23. Monitoring of the Policy

The behaviour policy will be reviewed yearly by the headteacher and senior leadership team. It will be reviewed by the FGB every year

The power to discipline beyond the school gate

1. Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

2. Any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that: Could have repercussions for the orderly running of the school or; poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.

3. As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Consequences for the bad behaviour will follow those issued by the school for misconduct during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

4. The school will not give consequences to pupils if it is believed better parental supervision could have prevented the incident. If it is felt that parents have been negligent it will be reported to the Safeguarding team.

5. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

6. Any actions taken in response to an incident beyond the school gate would be logged as part of the school's behaviour records.

7. Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil.

Searching and confiscation

1. The Headteacher and Deputy Headteacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
2. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

In line with DFE guidance - January 2018

School staff can search pupils with their consent for any item

The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Prohibited Items in School Are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If mobile phones are brought to school, children are not to hold these during the day. They should be given to staff with a letter from parents as to why the pupils have the devices until there is a change in the school's ICT policy. If the reason given is not sufficient or causes concern about a child's welfare after school, the parents will be informed by the Headteacher.

Electronic games are not allowed to be brought to school including at the end of term when the children may be invited to bring in games to play. Any electronic games will be confiscated.

Searching without consent

What the law says:

What can be searched for?

Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

Yes, if you are the Headteacher or Deputy headteacher. But: you must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

7. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
8. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

9. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

10. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

11. What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **‘Outer clothing’** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

‘Possessions’ means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

12. Trays

Under common law powers, schools can search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether the pupil is present or not.

13. If a pupil does not consent to a search, then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

14. Use of force

Reasonable force may be used by the person conducting the search (see appendix 3).

After the search

15. The power to seize and confiscate items – general What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

16. The member of staff can use their discretion to confiscate, retain and/or destroy any item found because of a ‘with consent’ search, so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

17. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found because of a 'without consent' search 18. What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

18. Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- a. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
 - b. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
 - c. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Appendix 3

The use of reasonable force

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used? (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them. (iii) The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

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

Using force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

Staff training

Training is provided for senior staff so that they can support staff across the school. A senior member of staff will always support other staff across the school.

Telling parents when force has been used on their child

All incidents of reasonable force are recorded to support the child and staff involved. (See sheet below)

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:

a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; b. When comforting a distressed pupil; c.

When a pupil is being congratulated or praised;

d. To demonstrate how to use a musical instrument;

e. To demonstrate exercises or techniques during PE lessons or sports coaching; and f. To give first aid.



Name of child: _____ **(Male/Female)** **Class:** _____

Search and Confiscation Record

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

- 1.
- 2.

Items found

Other agencies involved – please list with name and title

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Parents contacted

Date:	Time:
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Next steps

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Meeting with parent and child following the incident

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Any further intervention or agency involvement required

Signed:

Date:

Designation:

Name of child:

(Male/Female)

Class:



Reasonable Force Record

Reason for the use of reasonable force

Names of staff using reasonable force

- 1.
- 2.

Other agencies involved – please list with name and title

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Parents contacted

Date:	Time:
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Next steps

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Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation:

Appendix 4

Date

Dear _____,

I am sorry to have to inform you that your child received a red card today for the following unacceptable behaviour/s:

I would like to invite you to attend a meeting with myself and your child’s class teacher to discuss your child’s recent behaviour and look at how we can work together with you to help improve his/her behaviour at school, to ensure the best possible learning outcomes for your child in the future.

Please contact the school office to make an appointment at your earliest convenience.

Yours sincerely,

Headteacher