



## Crudgington Primary School Behaviour Policy 2022-2023

Crudgington Primary School Behaviour Policy Document Status				
Date of policy creation	6.09.2019	✓	Named responsibility	FGB
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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 is responsible for setting down the general principles for standards of discipline and behaviour and reviewing their effectiveness. The governors support the headteacher in carrying out these principles.

The headteacher 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 headteacher 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 headteacher 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 headteacher should implement effective strategies against bullying, which are developed and implemented by everyone in the school, including pupils. In addition, governing bodies should regularly review their school's anti-bullying policy.

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

## **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. In addition, learning skills will be repeated more regularly through daily classroom practice.

Good behaviour should be consistently promoted. For example, 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 staff should employ the appropriate consequences for the pupil.

Staff should inform parents of good behaviour through one of the school's reward systems, written reports, assembly awards, Dojo messages 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 aware of this communication.

If pupils show disrespect or insubordination to adults, act violently toward other pupils or staff, or are found not to 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 with particular needs, 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 professionally. 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 concerning 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 ensuring their child is well-behaved at school. If they do not, the school or academy 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 staff member 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. The local authority may issue a £60 penalty if they do not.

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 a review is undertaken.

Any long-term or permanent ban would be subject to the Governing Body's approval.

## **The Role of Pupils**

Pupils are expected to follow the school rules as these aim 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 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 posted on the school website.

The school will continue to educate pupils about anti-bullying during the 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, particularly on acting safely.

Supervisors will follow all staff's expectations during lunchtime and break time 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 problems, 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 because 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 offsite**

Pupils are expected to follow school rules in activities offsite.

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

Inappropriate behaviour, notably 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 while 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 positively, e.g. praising children demonstrating expected behaviour, catching them being good, giving friendly reminders, and 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-to-one with the child and explain the behaviour that needs to stop concerning 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 other disruptive behaviour will lead to a red card being issued. A red card is severe and will not be given easily – children in school clearly understand 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 time. The length of time will depend on the child and the severity of the behaviour. The child will be sent to the headteacher, 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 teaching staff member (dependent on availability). No child will be sent out of class without being assigned to an adult. In the absence of an adult to accompany the child – the class support envelope will be delivered to the headteacher's 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 yellow or red cards given out will be recorded by the class teacher 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. Depending on timings and availability, it may be deemed appropriate to post these letters. The letter will allow the parent/carer to meet with the headteacher 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 themselves 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 interim reports to parents on good behaviour as these are taken home. In addition, we reward good behaviour weekly, 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 the person their behaviour affected and 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 staff member to communicate early behaviour concerns to parents.

If a child writes several letters of apology in a short time, the headteacher will contact the child's parents and inform them of further consequences. For example, this may be the removal of a privilege or a home-school book may be kept telling 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 and welfare of pupils or adults, the pupil will be excluded permanently for a fixed period.

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 the 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 occur when the school has exhausted all other strategies.

## **SEND**

Pupils with Special Educational Needs that affect their behaviour will have strategies to use and targets to achieve 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 upon 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 policy sections required for day-to-day classroom management will be published in the school handbook for staff.

## **23. Monitoring of the Policy**

The headteacher and senior leadership team will review the behaviour policy yearly. 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 occurring anywhere off the school premises and witnessed by a staff member 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, 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 these behaviours, the headteacher will collect witness statements from adults and children who have witnessed the event. The child's parents will be contacted and invited to the 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 can 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. However, if it is felt that parents have been negligent, it will be reported to the Safeguarding team or DSL.
5. If the behaviour is criminal or poses a serious threat to a public member, the police will always be informed. In addition, safeguarding procedures will be followed if there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm.
6. Any actions 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 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 considered 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 formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out their pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

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

A pupil refusing to cooperate with such a search raises the same issues as where a pupil refuses to stay in at break or stop any other unacceptable behaviour when instructed by a staff member – 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. Instead, they should be given to staff with a letter from parents about why the pupils have the devices. If the reason given is insufficient or causes concern about a child's welfare after school, the headteacher will inform the parents.

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 a prohibited item in their possession. 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 things 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 elsewhere, where the staff member 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 anything 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 staff member. The power to search without consent enables a personal search involving removing outer clothing and searching 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, it is possible to 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 staff member can use their discretion to confiscate, retain and/or destroy any item found because of a 'with consent' search, as long as it is reasonable. 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. In addition, the law protects staff members 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. 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.

### Telling parents and dealing with complaints

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 handled 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 careers that involve a degree of physical contact with pupils.
- (ii) Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm 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 restrain them. Control means either passive physical contacts, 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 fight 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 prevent injuring the pupil.

#### 2 Who can use reasonable force?

- (i) All members of school staff have the 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 depends on 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 from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil from leaving the classroom, where allowing the pupil to go 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 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 specific 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 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 to support staff across the school. A senior member of team will always help 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 staff member 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 their allegations are true – it is **not** for the member of staff to show that they have acted reasonably.
- Suspension must not be an automatic response when a staff member 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 clarifies 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 deciding whether to take disciplinary action against the teacher.
- As employers, schools, and academies have a duty of care towards their employees. It is essential 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

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

- 1.
- 2.

**Items found**

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*Other agencies involved – please list with name and title*

**Parents contacted**

**Date:**

**Time:**

**Next steps**

**Meeting with parent and child following the incident**

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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<b>Parents contacted</b>	
<b>Date:</b>	<b>Time:</b>

<b>Next steps</b>

<b>Meeting with parent and child following the incident</b>

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