



# Behaviour Policy

**STATUTORY POLICY**

**Agreed by Governors: March 2020**

**COVID update May 2020**

**To be reviewed: July 2021**

## FORWARD - COVID 19

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas and this now forms part of our behaviour policy. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- sitting children at desks that are far apart where possible
- ensuring everyone queues and eats further apart than normal where possible
- keeping apart when in the playground or doing any physical exercise
- visiting the toilet one after the other
- staggering break times if necessary
- children will be designated to small groups and encouraged not to mix with pupils from other groups or adults from other groups
- avoiding unnecessary staff gatherings

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Queenswood Primary School. Underpinning our policy are the values that we promote and uphold throughout school.

This policy includes the following aspects

- Day to day expectations of behaviour
- Rewards and sanctions
- Multi-agency support for pupils
- Behaviour beyond the school gates and school day
- Searching and Confiscation
- The use of reasonable force
- Pastoral Care for School Staff

### **Whole school values**

Underpinning our policy are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

**Be Responsible**

**Be Respectful**

**Be Honest**

**Be Kind**

**Enjoy Challenge**

**Work Hard**

**Persevere**

These values mean that children and adults work actively in partnership to enable all members of our school community to realise their potential to enhance their own lives and the lives of others

### **Aims of the policy**

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all children know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

At Queenswood Primary School and Nursery, we want to help children grow up with a clear view of what is right and wrong, an appreciation of the needs of others and society around them and to develop an attitude towards their learning that will provide a firm foundation for their future.

We, as adults, are the role models for the children and take this responsibility very seriously in that we endeavour, at all times, to treat each other and the children as we, ourselves, would wish to be treated.

## Expectations of staff

We expect all staff to recognise:

- **Good behaviour** is an essential condition for effective teaching and learning to take place
- **Effective teaching and learning** supports good behaviour
- **High self-esteem** promotes good behaviour, effective learning and positive relationships.
- **Independence and self-discipline** is promoted so that each child learns to accept responsibility for their own behaviour.
- There must be a clear **consistent positive approach** to behaviour throughout the school on a daily basis
- **Clear codes of expected behaviour** and positive feedback when pupils are behaving well must be communicated.
- **Respect** for their own and each other's belongings and taking pride in our environment should be promoted at all times.
- Every child should be made to **feel valued** regardless of any disability, nationality, ethnicity, culture, gender or sexuality.
- Adults should provide positive role models for the children through:
  - Demonstrating good manners
  - Practising good behaviour to each other as well as the children
  - Teaching appropriate behaviour and giving feedback when pupils are behaving well
  - Showing respect for every child as an individual
  - Making every child feel valued
  - Not accepting bullying, anti-social behaviour in school on any level, at any time
  - Being aware of vulnerable children
  - Being seen to be fair, using rewards and sanctions clearly and consistently
  - Responding calmly, quietly, consistently and positively
  - Criticising the behaviour not the child
  - Avoiding labelling
  - Listening with empathy and tact
  - Handling confidential information with sensitivity

All staff have the responsibility of ensuring that these key features are promoted throughout the school day.

Through the example of the adults who care for them at school and through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

### **Children's responsibilities**

We expect all children in our school to;

- follow the school's expectations of behaviour as well as their own class agreed rules;
- have high expectations of behaviour of themselves;
- learn to understand that they are responsible for their own actions;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- learn to sort out disagreements and frustrations sensibly and constructively;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times;
- respect the school's environment and belongings;
- take care of their belongings and those of other children;
- show respect to each other;
- act with equal respect to all staff
- work hard and challenge themselves
- persevere when facing difficulties.

### **In partnership with parents/carers**

- Parents/carers have a vital role in promoting and supporting good behaviour and so effective home/school liaison is very important.
- We invite parents to sign up to Class Dojo, to receive real-time notification of points awarded for good behaviour (see appendix 1) and be able to view work their child is proud of.
- Parents can also communicate directly with class teachers using the private messaging service of Class Dojo
- We expect parents/carers to support the actions of the school when consequences are imposed to give a consistent message to children.

## Unacceptable Behaviour

Because of our behaviour expectations we will not accept:

- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, all types of bullying, threats and intimidation.
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Abusive or foul language to anyone
- Damage to property, including graffiti

## Bullying

Bullying is the repeated and sustained desire to hurt, threaten or frighten someone else. Physical, verbal or emotional bullying can cause long-term misery to children. We consider bullying to be unacceptable behaviour and it will not be tolerated. As with any problem in school, bullying is best dealt with when teachers, parents and children are all working in partnership. We encourage children to tell adults about incidents of bullying and for parents to share any information they may have with school. All information or allegations will be dealt with seriously and the school has clear reporting and investigative procedures in place (See Anti-Bullying Policy).

## Aggressive Behaviour

We will not accept any behaviour, physical, emotional or verbal, which is dangerous or upsetting to anybody else. We give children consistent advice on dealing with fighting or violence in support of this policy. We encourage children to speak to the teacher or lunchtime supervisor if they have been the victim of aggressive behaviour in order to ensure their safety and that appropriate sanctions can be administered. We always explain that hitting back is wrong.

## Leaving the classroom or school grounds without permission

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

## Positive Procedures for Managing Behaviour

### Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/herself. To this end all classrooms have clearly displayed our 'Golden Rules':

We follow all adult instructions  
We treat each other with respect and understanding  
We listen carefully when others are speaking  
We own up to our mistakes  
We take responsibility for our own behaviour

We encourage good patterns of behaviour by:

- as a school communicating clearly to children what is expected of them;
- praising children when we see good behaviour (this can be done using non-verbal signals, positive verbal comments, positive written comments or the awarding of points);
- focussing on the positive behaviour taking place;
- giving children responsibility;
- referring to and consistently applying school and classroom rules;
- matching expectations and activities to individual children's age, needs and development;
- recognising achievements with certificates in achievement assemblies;
- regularly informing children's parents/carers of good behaviour or achievement ;
- encouraging children to think about others through whole school assemblies;
- a member of SLT being present at the school gates before school begins to greet and welcome pupils and parents.
- class teachers being present at the school doors at the end of the school day to ensure children leave safely and happily

Good patterns of behaviour may be rewarded by:

- non-verbal signals
- positive verbal comments and praise
- positive comments written in books\*
- giving children responsibility
- sharing positive aspects with others
- awarding stickers\* or other 'in class' rewards
- earning of Dojo Points
- informing parents
- awarding certificates\*
- recognition at sharing assemblies

\* inappropriate rewarding strategies during social distancing guidelines.

Queenswood School recognises the importance of celebrating and rewarding those children who always make good behaviour choices, or need very little reminding of the expectations.

To achieve this:

Each week the 'Top Dojos' (highest 2 points scorers on class dojo) in each class will be celebrated in assembly.

Each term there will be a 'Dojo Rewards morning', where children are able to choose their reward based on the number of points they have collected over the whole half term.

### Discouraging inappropriate behaviour

We work with a range of strategies for promoting good behaviour for all children. We discourage inappropriate patterns of behaviour by:

- focussing on the positive behaviour taking place;
- non-verbal signals;
- verbal warnings reminding the children of aims and expectations providing an alternative to their unacceptable behaviour;
- private discussion with the child about why the behaviour is unacceptable and explaining the consequences of further poor behaviour, giving choices.

When a child forgets a rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour.

- Planned ignoring or non-verbal signals may be used to remove the attention from negative behaviours.
- If necessary the adult may have a private discussion with the child about why the behaviour is unacceptable and explaining the consequences of further poor behaviour making sure they understand their choices.

If this is not enough, the following procedure will be followed:

1. The child is reminded of the golden rules
2. The child is given a clear verbal warning
3. The child is given a timer to allow them to consider their actions and improve their choices
4. The child is given a time out either in a different space of the classroom, or in a different classroom\* to allow them to consider their actions and improve their choices
5. The child will lose some time from their Golden Time

\* inappropriate sanction during social distancing guidelines

### Dealing with behaviour which breaches social distancing rules:

#### Stage 1: Deliberately breaching social distancing

The child will be given a time out in a space away from other pupils and lose some time from their Golden Time.

#### Stage 2: Repeatedly deliberately breaching social distancing (despite instruction otherwise)

The child will be removed to a different space and parents will be contacted to discuss the issue.

#### Stage 3: Breaching social distancing with intent to threaten or intimidate other pupils (eg, 'pushing a child and saying 'you've got coronavirus').

As Stage 2, but parents will draw up a clear behaviour contract with the perpetrator and head teacher agreeing how any further breaches will be dealt with.

### **Persistent Behaviour**

If a child misses more than 10 minutes of their Golden Time, they will complete a reflection sheet with the support of the Learning Mentor. The Learning Mentor also monitors how regularly individuals are missing Golden Time, and will work with class teacher to identify reasons for this and agree a plan to reduce the amount of time missed.

We believe that most unacceptable behaviour should be dealt with by the child's own class teacher using the strategies listed above. However with persistent behaviour the child could be referred to the SENCO or a member of the SLT with a view to devising an individual behaviour programme to support the child in learning appropriate social behaviour in school. This may involve a home/school contract, which closely involves the parents in supporting school to modify their child's behaviour. If the persistent behaviour is occurring during lunchtime, parents may be asked to take their child home during this time for a fixed period.

### **Extreme Behaviour**

Certain types of behaviour are serious and have no place at Queenswood. These will be dealt with directly by a member of SLT, without following the in class procedure. Examples of this type of behaviour are:

- Physical aggression towards themselves, other pupils or members of staff
- Refusal or defiance placing themselves or others at risk

Such behaviour will always involve discussions with parents and are likely to result in either of the following sanctions:

#### Internal Exclusion:

This removes the child from interacting with other children, and they are expected to complete their learning in isolation. This reinforces the fact that the behaviour displayed is unacceptable, and provides an opportunity for the child to reflect on their actions.

### Fixed Term Exclusion:

It may sometimes be necessary to exclude a child for a fixed period of time. This is never done lightly and is only ever considered after all other avenues have been explored. At all times the LA's procedures are followed. Any child returning to school after an exclusion is helped to behave appropriately.

### **When the Procedures Don't Work**

If procedures appear to be failing to help a child control his or her behaviour a meeting is called. This involves the class teacher, head teacher or deputy head teacher, parents and child. The aim of this meeting is to devise a plan of action to help the child to improve his/her behaviour. Behaviour targets will be set and a review date agreed.

### **Further Action**

If a child's behaviour continues to cause concern the possible courses of action may be:

- support sought from the Behaviour Support Team
- referral to Educational Psychologists
- referral to Fair Access Panel to access further Behaviour Support and possible alternative educational providers
- an Early Help Assessment form may be completed and a TAF (Team Around the Family) meeting would be called

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, gender identity, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **The power to discipline beyond the school gate**

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. (See appendix 2)

## Searching and confiscation

The Headteacher, Deputy Headteacher and senior members of staff 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. 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. (See appendix 3 & 5)

This is a particularly challenging aspect of our policy at this time whilst we follow government guidelines around social distancing. Therefore, we will use searching only as a last resort, where a failure to intervene could lead to harm.

## Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (See appendix 4 & 5 for guidance and forms)

This is a particularly challenging aspect of our policy at this time whilst we follow government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instance, this will be carried out in accordance with the guidelines within this policy.

Whilst decisions to use physical intervention may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances.

## **Pastoral care for school staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## **Making the Policy Known to All**

To ensure that all staff, children and parents are aware of the aims and procedures of the policy it will be presented to:

**All staff** - through their regular meetings.

**Children** - through displays and discussions of expectations and behaviour guidelines. On going work in PSHE and assemblies will explain and revisit the policy throughout the year.

**Parents** - through school prospectus and induction meetings. Other information is disseminated through leaflets or newsletters.

## **Arrangements to Monitor and Review the Policy**

This policy will be monitored by the Senior Leadership Team.

This will be done by:

- Feedback from children
- Agenda item at staff meeting where staff can feedback.

The policy will be reviewed on an annual cycle or sooner if issues need addressing.

## **Outside Agency Support**

- CAMHS
- Behaviour Support Service
- Support from LA
- Child and Families Locality Services
- Fair Access Panel

**Appendix 1 - Dojo reward points**

**Appendix 2 - The power to discipline beyond the school gate**

**Appendix 3 - Searching and confiscation**

**Appendix 4 - The use of reasonable force**

**Appendix 5 - Forms to record search/force**

# Appendix 1

## Class Dojo Reward Points

 5 All Homework Done	 2 Appropriate Uniform	 5 Being Honest	 4 Being Kind
 4 Being Respectful	 3 Being Responsible	 2 Brought P.E Kit	 5 Challenge Yourself
 2 Lining Up Sensibly	 1 On Task	 3 Perseverance	 5 Teamwork
 2 Working Hard			

## Appendix 2

### The power to discipline beyond the school gate

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.

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.

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. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

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. 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.

## **Appendix 3**

### **Searching and confiscation**

The Headteacher, Deputy Headteacher and two senior members of staff 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. 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**

#### **Schools' common law powers to search:**

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. 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.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. 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 school's behaviour policy.
4. 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.

### **Searching without consent**

#### **What the law says:**

#### ***What can be searched for?***

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

#### ***Can I search?***

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff.  
But:
  - a. you must be the same sex as the pupil being searched; and

b. 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.

It should be noted that on occasions where a member of staff of the same sex as the pupil to be searched is not available, we would contact parents before the search is carried out.

### **When can I search?**

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

### **Authorising members of staff**

The Headteacher, Deputy Headteacher and Senior members of Staff are authorised to use these powers.

1. 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.

2. 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**

1. 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.

2. The powers only apply in England.

### **During the search**

#### **Extent of the search - clothes, possessions and trays**

#### **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.

#### **Trays**

Under common law powers, schools are able to 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 or not the pupil is present.

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.

### **Use of force**

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

### **After the search**

#### **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.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result 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.
2. 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 as a result 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. 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**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. 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.

2. 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.

3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

## Appendix 4

### 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 or not 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 are able to 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 in order 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 in order 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 or not 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.



## Appendix 5

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

Parents contacted

Date:

Time:

Sanctions/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

Parents contacted

Date:

Time:

Sanctions/Next steps

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

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

**Designation:**