



Bedford College Academies Trust – Wixams Tree Primary School Behaviour and Discipline Policy

Status:	Member of staff responsible: Headteacher/ <i>Principal</i>	Implementation date: September 2021
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Introduction

At Wixams Tree Primary School, we value all members of our community and aim to help our pupils to be good citizens of the future. We work hard to provide a supportive environment where pupils are helped to make positive behaviour choices through a carefully planned system that clearly identifies responsibilities, rules, rewards and sanctions.

We understand that although at times we need to address pupils' behaviour, we must also keep every child's self-esteem intact. Therefore, a whole-school positive ethos is deemed to be of the utmost importance, as are positive attitudes and respect for others, both of which are modelled consistently by all staff.

Legislation and statutory requirements

This policy is based on the 'Special Educational Needs and Disability (SEND) Code of Practice' and on advice from the Department for Education (DfE) on:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Use of Reasonable Force in Schools

In addition, this policy is based on:

- Section 175 of the 'Education Act 2002' which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88 - 94 of the 'Education and Inspections Act 2006', which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Rationale

Good behaviour and discipline are essential to successful teaching and learning. However, good behaviour goes beyond simply maintaining order. It involves helping children to grow up with a clear view of what is right and wrong, and enabling them to appreciate the needs of others and the society they live in.

Children need to know the boundaries of acceptable behaviour and understand that their behaviours are choices; either good choices or bad choices. This helps them to take responsibility for their actions and understand that their behaviour has an impact on those around them, either positively or negatively. Our curriculum effectively promotes the spiritual, moral, cultural and social development of our pupils and raises awareness of the impact we can have on others through our own behaviours.

We believe that children learn by example and expect all adults within the school to consistently model and promote positive behaviour. Every effort is made to praise good behaviour and emphasise the positive in order to promote children's self-esteem. We recognise that positive attitudes, good standards of behaviour and a purposeful learning environment are important factors in promoting high quality teaching and learning.

Aims

At Wixams Tree Primary School, we aim to:

- promote self-discipline in our pupils and encourage them to accept responsibility for their own behaviour
- employ a consistent approach to behaviour management throughout the school
- develop an understanding of the importance of codes of conduct in our lives and why they need adhering to
- create a caring environment for all pupils, irrespective of race, gender or disability
- promote pupils' self-esteem and help them to have confidence in themselves
- recognise that each child is an individual with their own needs
- help pupils to become aware of the needs of others
- promote respectful and thoughtful behaviour between all members of the school community
- teach pupils the skills and attitudes needed to achieve and maintain positive behaviour
- develop an understanding of the importance of everyone's part in the well-being of the school community
- involve parents in a partnership with the school, sharing achievements and supporting school actions

Responsibilities

The **local advisory body** is responsible for:

- reviewing and approving the written statement of behaviour principles that inform the behaviour policy
- reviewing the effectiveness of the behaviour policy
- supporting the Headteacher in implementing the behaviour policy
- dealing with allegations against school staff quickly, fairly and consistently in a way that protects the child and at the same time supports the person who is the subject of the allegation

The **Headteacher** is responsible for:

- developing the behaviour policy in line with the written statement of behaviour principles
- supporting staff with the implementation of the behaviour policy
- ensuring all staff promote positive behaviour and deal effectively with poor behaviour
- ensuring rewards and sanctions are applied consistently and fairly across the school
- ensuring the health, safety and welfare of all pupils and staff in the school
- monitoring the implementation of the behaviour policy
- reporting to governors on the effectiveness of the behaviour policy

It is the responsibility of **all staff** to:

- implement the behaviour policy
- model high standards of behaviour, both in their dealings with pupils and other members of the school community
- create a safe and pleasant environment in which pupils can learn and play successfully
- use rewards and sanctions consistently and fairly
- speak to and treat all pupils with respect
- help and encourage all pupils to achieve high standards of behaviour
- provide a challenging, interesting and worthwhile curriculum

We work collaboratively with parents so that children receive consistent messages about how to behave at home and at school. **We expect parents to:**

- support their child in adhering to acceptable standards of behaviour
- encourage their child to show respect and courtesy towards all members of the school community
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher and support the actions of the school if reasonable sanctions need to be used to punish their child. If parents have any concerns about the way their child has been treated, they should contact the class teacher in the first instance and then the Headteacher if they are not satisfied with the response they receive from the class teacher

Pupils are expected to:

- know the boundaries of acceptable behaviour by making the right choices so that they adhere to the acceptable standards of behaviour
- show respect for the rights of everybody in the school community, both adults and children
- follow the school, playground and dining hall rules

Values

Our main core values to **be kind, be kind and be kind** are at the heart of our ethos and underpin the work of the school. These values represent the standards we expect of our pupils, and are promoted through assemblies and the curriculum.

We are:

Loving

- Tolerant and respectful of other religions, traditions and lifestyles
- Aware of our common heritage, democratic traditions and British Values
- Friendly, warm-hearted and considerate
- Motivated by a compassionate wish to help and care for others.

Inspirational

- To have the highest expectations of themselves and others
- Prepared to face new challenges positively, to create opportunities for themselves, their family and community
- Able to see beyond the present to create a bright future.

Fun

- A love and thirst for new learning
- Embracing change and relishing the unfamiliar
- Having the capacity to take calculated risks.

Educational

- Able to conceive a unique vision and lead and influence others
- Be creative in their ideas, resilient and determined in their actions
- To be able to take responsibility for their own learning and work collaboratively with others
- To embrace the curriculum to empower them to achieve the best possible outcomes socially, academically and creatively both for themselves and for the wider society.

Expectations of Behaviour

It is expected that all pupils will:

- Behave in an orderly and self-controlled way
- Show respect to all members of staff and each other
- In class, make it possible for all children to learn
- Walk quietly around the school, whether supervised or alone
- Treat the school building and property with respect
- Wear the correct uniform at all times
- Play appropriately and safely
- Take responsibility and accept sanctions given

School Rules

Our **school rules** are:

- We are kind and caring to each other
- We show respect and good manners to everyone
- We try our best in everything we do and celebrate everyone's achievements
- We take care of our belongings and look after our school and the world around us
- We are honest and take responsibility for our actions

As well as these rules, we have playground and dining hall rules. These rules are also displayed in appropriate and prominent positions so that staff and pupils are familiar with them and can refer to them when necessary.

Our **playground rules** are:

- We play well together and let others join in
- We are kind to everyone and look after each other
- We let other children get on with their games
- We take care of the play equipment and use it properly
- We sort out our problems at the time and in a fair way
- We listen to the adults on the playground

Our **dining hall rules** are:

- We line up quietly and sensibly, and walk carefully through the hall
- We remember to say please and thank you
- We use good table manners when we are eating
- We use our knives, forks and spoons properly
- We talk quietly to the children on our table
- We keep our table clean and tidy up any mess

Encouraging Positive Behaviour

In order to encourage and motivate pupils to make positive behaviour choices, a number of strategies are employed. These are designed to:

- Raise achievement
- Reward good behaviour
- Modify poor behaviour
- Raise self-esteem

- Support pupils to be positive members of the community

Whole-school strategies include:

- Positive reinforcement of good behaviour
- Opportunities for pupils to share their positive behaviour choices
- Rewards

Managing the Learning Environment

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between the teacher and pupils, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays, all have a bearing on the way children behave.

Classrooms should be a welcoming environment. Teaching methods should develop enthusiasm for learning and active participation from every child. Materials and learning resources should be easily accessible to the children to develop independence. Displays should help develop self-esteem through demonstrating the value of every child's contribution. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between the teacher and child to avoid resentment.

Positive Behaviour Management

Listed below are a range of strategies which are proven effective in positive behaviour management:

- **Positive Feedback** (Acknowledge / Approve / Affirm) - Acknowledge (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the child) eg. 'Thank you for tidying up so quickly- you are a great helper!'
- **Positive Correction** - Tell the child what you want them to do rather than what you don't want them to do eg. 'Please walk' instead of 'stop running'. Avoid saying, 'don't' or 'stop'.
- **Positive Repetition** - When you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't. Praise the children who carry out the instruction.
- **Non-verbal cues** - eg. hands up, finger on the lips, the 'look'.
- **Give take-up time** - Give a clear, specific direction in a non-confrontational way, then move away from the child with a clear expectation that they will comply.
- **Re-direction** - Repeat the direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore** - Ignore any secondary behaviour if the child is compliant with the primary behaviour request eg. If the child begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity** - Move closer to a disruptive pupil.
- **Distraction / Diversion** - Give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations** - eg. 'When we go back in to the classroom after break, I will give a point to those who go straight back to their task.'
- **Where / What** - eg. 'Where should you be?' (In my seat) 'What should you be doing?' (My work).
- **Choices** eg. 'Put your (eg. toy) on my desk or in your bag - Which are you going to do?'
- **Broken Record** - Calmly repeat the request, rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand** - A quiet word rather than a public confrontation.

- **Repair and Rebuild** - As soon as possible after a reprimand, find an opportunity to say something positive about the child ie. 'Catch them being good'.

Rewards

We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued.

Staff reward pupils in a number of ways, including:

- Verbal praise
- Stickers or small prizes / treats
- Stickers for 5 R's
- Celebration assemblies
- Star of the week
- Headteacher awards
- Rainbow merit
- Homework awards
- Reading certificates
- Golden time

Class rewards

Each class also has its own reward system to celebrate good behaviour and hard work. These include class marbles, table points, class mascots/Mr Potato Head and individual sticker charts.

Unacceptable Behaviour

Although rewards are central to the promotion of good behaviour, there is also a need for sanctions to deal with incidents of unacceptable behaviour. It is important that the sanction is not out of proportion to the offence and that these increase in severity if the behaviour does not improve. All sanctions must be applied calmly, firmly and consistently.

The use of sanctions is characterised by the following features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and serious offences
- It should be the behaviour rather than the child that is punished

Dealing with Unacceptable Behaviour

- Depending on the severity of the offence, differing courses of action or sanctions will be applied (see the table below for the 5 stages of unacceptable behaviour).
- We talk calmly to children who misbehave, encouraging them to make the right choice and to conform to acceptable standards of behaviour.
- We remind them of the behaviour expectations or relevant school, playground or dining hall rules.
- We make it clear that either behaviour that hurts, physically or emotionally, or behaviour that irritates or offends is not acceptable.
- If necessary, we reassure the other child or children by making it clear to them that action is being taken to stop the aggressive or unacceptable behaviour.
- In cases of extreme behaviour that could cause physical harm to staff or pupils, it may be safer to remove the rest of the class from the scene and call for assistance to deal with the misbehaving child.

Stage	Examples of Behaviours	Examples of Possible Actions/Sanctions
1	<ul style="list-style-type: none"> • Wandering around • Calling out • Interrupting • Talking at inappropriate times • Pushing and shoving in the line 	<ul style="list-style-type: none"> • Non-verbal eg. eye contact • Reminder of rules • Verbal warning • Giving the child a choice eg. stop talking or you will be moved to another seat • Loss of a proportion of playtime or lunchtime • Loss of Golden time
2	<ul style="list-style-type: none"> • Persistence in relation to behaviour • listed under stage 1 • Refusal to work or follow instructions • Cheeky off-hand comment to an adult • Irritating or annoying other children • Silly or irritating name calling • One-off swearing, not directed at anyone 	<ul style="list-style-type: none"> • Move child to another place in the classroom • Reflection sheet completed by child • Time out in another classroom for a fixed period of time • Write a letter of apology or apologise verbally • Complete unfinished work in own time eg. playtime or lunchtime • Loss of playtime • Informal contact with parents where there is persistent misbehaviour
3	<ul style="list-style-type: none"> • Persistence in relation to behaviour listed under stage 2 • Repeated swearing or swearing directed at someone • Hitting, kicking or spitting at someone • Throwing objects that could harm another person • Deliberately damaging school or personal property • Leaving the classroom without permission • Use of discriminatory language • Verbal abuse towards a child 	<ul style="list-style-type: none"> • Letter sent to parents • Reflection sheet completed by child • Serious incident form completed (in the case of a racial incident, the appropriate racial incident form must be completed) • If necessary, send for immediate assistance • Complete unfinished work in own time eg. playtime or lunchtime • Sent to another teacher's classroom • Possible lunchtime exclusion for unacceptable behaviour at lunchtime • Individual Behaviour Plan drawn up • Warning that further incidents may result in a stage 4 or 5 sanction • Possible referral to outside agencies eg. CHUMS
4	<ul style="list-style-type: none"> • Persistence in relation to behaviour listed under stage 3 • Leaving the school grounds (or attempting to) without permission • Spitting at or fighting with intent to seriously harm other children • Bullying • Racism or any other form of discrimination • Serious challenges to authority 	<ul style="list-style-type: none"> • Letter sent to parents • Reflection sheet completed by child • Serious incident form completed (in the case of a racial incident, the appropriate racial incident form must be completed) • If necessary, red card sent for immediate assistance • Immediate removal of the child from the scene • Possible lunchtime exclusion for unacceptable behaviour at lunchtime • Possible fixed term exclusion • Possible referral to outside agencies or a multi-agency referral

	<ul style="list-style-type: none"> • Verbal abuse towards a member of staff • Vandalism • Theft 	
5	<ul style="list-style-type: none"> • Persistence in relation to behaviour listed under stage 4 • Extremely dangerous or violent behaviour • Very serious or intimidating challenges to authority • Physical assault of any member of staff • Malicious accusation against a member of staff 	<ul style="list-style-type: none"> • Letter sent to parents • Reflection sheet completed by child • Immediate removal of the child from the scene • Serious incident form completed • Immediate involvement of the Headteacher • Fixed term exclusion for repeated stage 5 behaviour, • permanent exclusion may be considered

Behaviour at playtimes and lunchtimes

Staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with the children and monitoring their behaviour. Staff must not stand together chatting. Children are less likely to misbehave if they know staff are vigilant.

At lunchtimes, the Midday Supervisors organise a variety of activities for the children to participate in with the assistance of the Sports Ambassadors and Playtime Friends. This gives the children something purposeful to do, reducing the likelihood of misbehaviour.

If a child approaches a member of staff to complain about the behaviour of another child, they must always be listened to and appropriate action must be taken. Where possible, staff should support the child to resolve the dispute. A child must never be told to ignore someone who has upset them or to go away and play with someone else.

Unacceptable behaviour at playtimes and lunchtimes

For minor misbehaviour (stages 1 and 2), staff should use their judgement in deciding what action to take, for example:

- giving a verbal warning
- asking the child to apologise to the person they have upset
- telling the child to walk around with them for 5 minutes
- telling the child to sit on the bench for 5 minutes

For misbehaviour at stage 3 or above, appropriate action can include any of the previous actions plus:

- Sit outside the office for the rest of playtime (they should be accompanied by a sensible child).
- Sending a sensible child to the office. Staff should not leave the playground to summon extra help - they must stay on the playground to assist with the situation.
- Staff on duty should inform the relevant class teacher of any pupil who has exhibited unacceptable behaviour during playtimes so that they are aware of the situation and can de-escalate any potential problems later on.

All playground incidents need to be noted in the playground incident book.

Extra-Curricular Activities

Whilst we recognise that these take place outside of lesson times, we still expect pupils attending them to adhere to our expectations of behaviour. If they are not, then staff will apply appropriate sanctions, which may range from a quiet word, to time out or withdrawal from the activity. If a child's behaviour continues to cause concern then their parents may be told they can no longer attend the club.

Off-site Behaviour

Sanctions may also be applied when a pupil misbehaves off-site, such as on a school trip or when representing the school at a sporting event. The Headteacher also reserves the right to sanction any pupil whose behaviour may adversely affect other individuals or the reputation of the school, even if the pupil is not on the school premises.

Additional strategies to support inclusion

We understand that some children may need additional support with their behaviour. Where a child is considered to have significant or persistent behavioural difficulties, discussion takes place at an early stage with the SENCo. In accordance with the SEN Code of Practice, children with serious or persistent behaviour difficulties may need to have an Individual Behaviour Plan (IBP). We may also, with the consent of parents, ask for an assessment to be made by an Educational Psychologist or make a referral to the Child Adolescent Mental Health Service (CAMHS).

Additional support for pupils with behavioural difficulties may include:

- Individual reward charts - These are generally used in the first instance with pupils requiring focused support.
- Behaviour contracts - If a child is consistently having difficulty behaving within the school rules, a contract may be drawn up between the child and the school. A desired change in behaviour is discussed and targets set. Parents are encouraged to be involved in the making and monitoring of the contract.
- Involving outside agencies - Sometimes, with parents' permission, we call on the services of external agencies that can offer us suitable support in our work with children experiencing behavioural difficulties. This includes Art or Play Therapists and CHUMS

Malicious allegations

Appropriate disciplinary action will be taken against any pupil who is found to have made malicious allegations about a member of staff. The Headteacher will also consider the pastoral needs of the member of staff accused of misconduct. For more information on dealing with allegations of abuse against staff, please refer to our Child Protection and Safeguarding policy.

Involving parents

When parents are approached, it should be to seek their help and support, as well as to inform them of any incidents which may cause their child to become anxious or distressed.

Involving parents will in most cases follow these steps:

1. An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
2. The parents are asked to come in for a formal meeting with the class teacher. A senior member of staff may also be present.
3. Parents are invited to come in for a meeting with the Headteacher and / or SENCo. The class teacher may also be present.

Use of reasonable force

All school staff have the right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The Headteacher and staff authorised by the Headteacher can also use such force as is reasonable when searching a pupil without consent for prohibited items, except where the search is for an item banned by the school rules.

For further details about the use of reasonable force, please see Appendix 2.

Physical contact with pupils

We have a duty of care to make pupils feel safe and secure, and there are occasions when physical contact, other than reasonable force, is proper and necessary. This includes:

- Holding the hand of the child at the front or back of the line when going to assembly or when walking around the school
- Comforting a distressed child
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE lessons
- Administering first aid

These situations are deemed as permissible touch. School staff are encouraged to take sensible steps to minimise the risk of allegations and to make sure that children feel comfortable with these situations, for example by communicating with the child, giving side hugs, ensuring other adults are present and / or doors are left open.

Searching, screening and confiscation of prohibited items

The Headteacher and staff authorised by the Headteacher have the power to search pupils with their consent for any item. They also have the power to search pupils or their possessions without consent where they suspect the pupil has a prohibited item. If a child is searched, either with or without their consent, parents will be notified. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage property

If children are found to have brought into school any prohibited items, these will be confiscated. Knives and weapons have to be handed over to the police; most other confiscated items will be returned to the child's parents. Searching pupils is conducted in line with the DfE's guidance on 'Searching, Screening and Confiscation at School'.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

We take all incidents of bullying very seriously and investigate thoroughly disclosures made by pupils, parents or any other individual. For details of how bullying is dealt with, please see our Anti-Bullying policy.

Racist Incidents

Racism is not tolerated under any circumstances. Racist incidents and alleged racist incidents will always be reported to the Headteacher and logged in the racist incidents file. The parents of all the children involved will be informed.

Sexism and sexual harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to [insert as appropriate, e.g. a letter or phone call to parents] if the pupil refuses to apologize in the first instance

Our RSE] curriculum will cover what healthy and respectful behaviour towards one another looks like.

Exclusion

It is in every child's best interest to remain in school and benefit from full time education. Therefore exclusion, whether fixed term or permanent, will only be used as a last resort.

There are three types of exclusion which the school may use:

- Lunchtime exclusion - used when a child's playground behaviour is considered unacceptable. Parents have to take responsibility for their child during the lunchtime period and return them to school at the start of the afternoon session
- Fixed term exclusion - for a specified number of days. Fixed term exclusions can be used for a maximum of 45 days in any school year
- Permanent exclusion - used only in the most serious cases when allowing the child to remain in school would harm the education or welfare of the child or others in the school

When a decision has been made to exclude a pupil, the Headteacher will follow the guidelines provided by the Local Authority. In all cases, the governor responsible for behaviour and the Local Authority will be informed.

Transition

To ensure a smooth transition to the next year group, pupils have transition sessions with their new teacher. In addition, staff hold transition meetings to share relevant information. To

ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may also be transferred to relevant members of staff at the start of each term. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Monitoring and review of the school's behaviour policy

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour, including those that occur at playtimes and lunchtimes. These records are reviewed regularly by senior leaders to identify patterns of poor behaviour and any whole school issues.

The Headteacher keeps a record of any pupil who is excluded on a fixed term or temporary basis. The governing body monitors the rate of exclusions and ensures that the policy is implemented consistently and fairly by all staff.

Links with other policies

This policy links with the following school policies:

- Anti-Bullying policy
- Child Protection and Safeguarding policy

Appendix 1

Written Statement of Behaviour Principles

- All children, staff and other members of the school community have the right to feel safe at all times whilst in school. Everyone must be protected from disruption or abuse, and we expect all members of the school community to behave responsibly and to treat each other with respect.
- Every child has the right to learn and achieve their potential. Staff also have the right to teach without any child disrupting the learning of others. It is expected that all adults - staff, volunteers and governors - will set excellent examples to the children at all times.
- We are an inclusive school and all members of the school community should be free from discrimination, harassment and bullying of any sort. Measures to protect children will be detailed in the Behaviour and Equality Policies.
- We believe in consistent systems and children taking responsibility for their actions. The school rules will be detailed in the Behaviour Policy and displayed around school. We expect these rules to be applied consistently by all staff.
- We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and around school. The rewards system should be applied consistently and fairly by all staff.
- Sanctions for unacceptable or poor behaviour should be known and understood by all staff and pupils. These should be applied consistently, fairly, proportionally and reasonably, taking into account SEN, disability and the needs of vulnerable children, and offering support as necessary.
- We feel that exclusions, particularly those that are permanent, must only be used as a last resort.
- Where there are concerns about a child's behaviour, the school will work with parents to strive for common strategies between home and school. Where necessary, the school will also seek advice and support from appropriate outside agencies.
- The Behaviour Policy will include guidance on the use of reasonable force.

Appendix 2

Use of Reasonable Force

1. What is reasonable force?

1.1 The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.

1.2 By using guidelines recommended in Team Teach training, force used should always be a minimum.

1.3 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by 'L' shaped hands on the outer upper arms of a child to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

1.4 'Reasonable' means using no more force than is necessary.

1.5 As mentioned above, force is generally used to control or restrain. Control means either passive 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.

1.6 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.

1.7 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?

2.1 All members of staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

2.2 All staff who have received Team Teach training from St Johns School can be called upon to assess using reasonable force. Staff not trained in Team Teach should only use force in an emergency when someone is in danger of serious harm.

3. When can reasonable force be used?

3.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

3.2 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.

3.3 The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- Remove a disruptive pupil 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, 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 stopping a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

3.4 Reasonable force can not be used as a punishment - it is always unlawful to use force as a punishment.

4. Telling parents when force has been used

4.1 Schools do not require parental consent to use force on a pupil.

4.2 If force has been used, parents will be informed.

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

5.1 All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

5.2 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.

5.3 Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The Headteacher and / or Chair of Governors will consider carefully whether the circumstances of the case warrant a member of staff being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

5.4 If a decision is taken to suspend a member of staff, the school will ensure that they have access to a named contact who can provide support.

5.5 The governing body will consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.