Amble First School

Behaviour and Discipline Policy

(Including “Control and Restraint” and “Searching and Screening”)

“Good behaviour is a necessary condition for effective teaching and learning to take place

 and an important outcome of education which society rightly expects.”

(Education Observed D.E.S. 1987)

**Our policy is based on the belief that:**

1. Good behaviour is not automatically learned but needs to be taught and supported by parents.
2. Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
3. A child with problems is the school’s problem not an individual teacher’s problem.

**Aims of the Policy**

1. For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
2. For staff to have a high standard of pupil expectation in all aspects of work.
3. For staff to try to raise the levels of pupils’ self-esteem.
4. To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
5. To provide a varied range of teaching and learning styles to suit the needs of pupils.
6. To provide an attractive learning environment and quality resources.
7. To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
8. To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
9. To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
10. To consistently and fairly implement reward and sanctions systems.
11. To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

**“**We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

 (Discipline in Schools - Elton Report)

Other relevant documentation : Anti Bullying Policy, Equalities and Diversity Policy, Special Needs Policy, Attendance Policy, Marking Policy, Control and Restraint Policy, Home School Agreement.

**Our purpose is:-**

1. to maintain levels of good behaviour
2. to provide a consistent approach in rewarding good behaviour
3. to provide a consistent approach in responding to unacceptable behaviour
4. to ensure that behaviour does not inhibit learning or impede potential.

**The Teacher’s Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher’s need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

**Assertive Mentoring**

‘Attitude’ is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/borderline, Red-unacceptable/impaired. Targets and support are agreed where necessary.

## Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

*At Amble First School we should*

1. *respect ourselves*
2. *respect each other*
3. *respect our school*

These basic rules are displayed in all classrooms and corridors and regularly verbalized at FS and KS1. The rules are underpinned by regular re-inforcement of our Core values - Growth, Happiness and Respect. We also encourage children to abide by the following codes:

**Our Listening Code Our Line up Code**

*When I am asked for my attention I: When I am asked to line up I:*

Stop what I am doing Walk to the end of the line

Empty hands/show me five Leave a person space

Look at the teacher Keep my hands and my feet to myself

Keep quiet and still Keep quiet and still

Listen to instructions Listen to instructions

**We also have specific rules being enforced on the grounds of health, welfare and safety**

**Food and drink**

Children may bring fruit from home to eat at afternoon play. Younger children (Reception, years 1 and 2) have fruit provided through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Sugary drinks are believed to be having a detrimental effect on behaviour as well as on dental health, (Our area has one of the worst dental health records for children nationally). Children have regular access to water and are supplied with water bottles. A choice of good quality juice, milk or water is available during lunch, depending on the day’s menu

**Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher’s cupboard for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child’s clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer’s ears or injury to others.

**PE Kit**

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery. Bare feet, shorts, Tee shirt or vest

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery. Plimsolls or trainers, shorts, Tee shirt, (Tracksuit in

cold weather).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip and may cause injury to self or others.

 **School Clothing**

 The school has a separate school uniform policy. Specific uniform items may be purchased online, via the school website. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

 Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates ‘brand’ fashion and stigma. High heel shoes and boots are unsafe for the school environment.

 **Personal property**

 The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

 Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

 **Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher.

 Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis.

 If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

 Reasons: During school hours contact is possible through the school’s land lines. Mobile phones are regarded as potentially hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

**Behaviour Guidelines Procedures**

On the whole, we do not believe in shouting as a behaviour management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Occasionally, it is necessary, in exceptional circumstances, for a child to be removed from the class. In these situations, a member of support staff should always accompany/supervise the child to ensure safety and supervision. If support staff are not available, the assistance of another member of staff should be called for, by use of the classroom emergency card, which should be taken to Miss Nowak, Mrs Jenkins or Miss Hunter.

Our Control and Restraint guidelines (found later in this policy) clearly define what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary ‘Time Out’. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

**Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses.
Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as ‘There you are, you can walk sensibly. Well done!’ and so on.
If observed running with a total disregard for other people or displayed work then sanctions should be brought to play.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a sticker.

**Movement Around School - Suggested Procedures for Large Groups**

* Call the group together using the phrase: ‘Can I have your attention please?’
* Give out any instructions and set expectations.
* Use and enforce ‘Our Line Up Code’.
* Make sure all children are settled before setting off.
* Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
* Encourage a child to hold the door for others to pass through (thank them for this).
* Try to have no more than one class meeting at any one point at any one time.
* Walk to the left hand side of the corridor/stairs.
* Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
* Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
* Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

**Movement Around School - Suggested Procedures for Individual Children**

* Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
* Make sure messengers know that they can enter any classroom.
* Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
* Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
* Ensure a fair system for choosing messengers and monitors to avoid perceived favouritism.

**Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes at all times. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:40am, when children are asked to arrive, and again after school to see them safely off the premises.

No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The ‘Playground Book’ needs to used whenever necessary to record the application of these procedures and track the behaviour of individuals.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

An internal bell should be rung one minute before the end of play to inform other staff of the imminent playtime bell. Upon hearing the bell, staff should go to the yard to collect their classes. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher should not send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the bell children should stop what they are doing, stand still and remain quiet. Upon the second bell they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or class rewards.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that children are never left unsupervised.

**Playground procedures**

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Football should only be played on the designated area and the quiet area should not be used for rowdy activities. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

**Behaviour Guidelines Rewards**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

**Rewards**

1. **General**
* Favourable comments can and should be entered on pieces of work, (see Marking Policy).
* Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
* Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
* Children’s work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
* A visit to the Headteacher for stickers.
* Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
* Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Buddies, Health and Safety Monitors, School’s Council etc.
* Above all, praise and encouragement in and out of lessons should be used as much as possible.
1. **Whole School Reward System: ‘Puffin Points’**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of ‘Puffin Point’ tokens. Puffin Points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

• Particularly good work/effort.
• Displaying good manners.
• Displaying a caring attitude towards others.
• Staying on task etc.

When awarding the Puffin Points the member of staff should reinforce the good behaviour e.g. ‘You can have a Puffin Point for waiting so patiently’. **Once awarded a Puffin Point can never be deducted.** They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Teachers need to have a collection point in the classroom for children to place any Puffin Point tokens they have been awarded. Children or staff need to write the pupil’s name on the back of the token and teachers record a running total on a class chart. For every 25 Puffin Points achieved, a child will be awarded a Puffin Badge in assembly, to wear on school uniform. Teachers should list eligible children and give names to the headteacher at least half termly.

A Puffin Point can be awarded by any staff member to any child at any time. All staff should carry Puffin Points at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school**.

If all children in a class achieve 25 points they may have an appropriate class treat of their choice including:

* Class party
* Class disco
* DVD etc.
1. **Certificates**

A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. The focus of certificates will vary, depending on school priorities – eg respect, writing, hard work etc

1. **Class of the Week**

These awards are given for attendance and tidiness. Results are announced in Friday assembly and the class with the highest score receive the ‘Class of the Week’ trophy.

The class with the best attendance over a half term will be rewarded with a trip to the park or similar treat.

**Behaviour Guidelines Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments that differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also notes on ‘Control and Restraint”, later in this policy

* If behaviour results in physical or verbal abuse towards a teacher/adult a Violent Incident form should be completed and a copy forwarded to the LA.
* If physical intervention of any kind is required then a ‘Major Incident’ record should be completed as soon as possible.
* Any other incident deemed ‘serious’ or resulting in injury should be recorded on a Major Incident form, the teacher’s class diary or the Playground Incident Book.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

* Provide clarity and consistency of suitable responses.
* Minimise disruption to others especially teaching and learning time.
* Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
* Allow early involvement of parents, line managers, SENCO and support agencies.
* Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e ‘That was a silly thing to do because…’ and not ‘You are a silly boy’.

**SANCTIONS PROCEDURE - CLASSROOM**

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

**(Classroom teacher) Use normal strategies:**

e.g. Polite requests, warnings (no more than three), repositioning, separating etc.

**Step 1**

**(Classroom teacher) Give a final warning:**

Use the agreed phrase, ‘This is your final warning. Do you understand?’

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

**Step 2**

**(Classroom teacher) Time Out (A)**

1. Child sent to designated area of classroom
2. 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
3. Child records when, why on class list

*If behaviour improves return to lesson.*

*If not or if child refuses, move to* ***Step 3***

**For a regular offender:**

1. Record who, when, why.
2. Possible removal of treats / playtime etc.
3. Discussion with Team Leader and/or SENCO : consider Behaviour Intervention.

**Step 3**

**(Teacher colleague) Time Out (B)**

1. Child escorted to designated colleague.
2. Up to 1 hour working alone without causing disturbance.
3. Possible removal of a treats / playtime.

*If behaviour improves return to class.*

*If not or if child refuses, move to* ***Step 4***
**For a regular offender:**

* Discussion with Team Leader and/or SENCO : consider School Action of the Code of Practice.
* Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
* Complete a ‘Behaviour Assessment Profile’ if necessary.
* Parents informed by letter that behaviour is a cause for concern.
* Parents discuss concerns agree targets/support.
1. Consider alternative strategies, inform other agencies.
2. Access to extra-curricular/enrichment activity linked to improvement.

**Step 4**

**(Head/Deputy) Time Out (C)**

1. Child escorted to Head/Deputy
2. 1 session to half a day working alone without causing disturbance.
3. Parents informed of removal by letter.

*If behaviour improves return to class.*

*If not or if child refuses, move to* ***Step 5***

**For a regular offender:**

* Discussion with Head/ SENCO : consider the need for School Action Plus
1. Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
2. Complete a ‘Behaviour Assessment Profile’.
3. Parents / LEA informed by letter that child’s behaviour is causing serious concern.
4. Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
* Access to extra-curricular / enrichment activities dependant on progress.
1. Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

### **Step 5**

### **(Head /SENCO) Pastoral Support Programme (On Report)**

* Teacher completes a Behaviour Assessment Profile.
1. Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
2. Consider multi agency plan.
3. PSP Meeting with parents/child.
4. Clear/realistic targets for behaviour agreed (maximum of three).
5. Clear rewards/consequences identified for success/failure (including possible exclusion).
6. Daily feedback to child (x 5), weekly feedback to parents.
7. PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

*If targets are achieved remove from PSP.*

*If PSP failed, move to* ***Step 6****.*

**Step 6**

**(Headteacher) Behaviour Contract**

A last step before exclusion

1. Clear specific rules which the child **must** uphold in order to remain in school.
2. Further sanctions an immediate consequence of breaking the contract.
3. Reviewed weekly.
4. Parents, Chair of Governors, Behaviour Support informed.
5. Complete a multi agency plan.

*If behaviour improves return to PSP*

*If not move to* ***Step 7.***

**Step 7**

**(Headteacher) Internal Exclusion** (5 days or more)

1. Parents, Chair of Governors, Behaviour Support informed by letter.
2. Child has no contact with own class or classmates.
3. No access to playground, extra-curricular or enrichment activity.

*If behaviour improves return to class on a Behaviour Contract or PSP. If not move to* ***Step 8.***

Following latest government guidance

**Step 8**

**(Headteacher) Fixed Short Term Exclusion** (up to 5 days per term)

1. Parents, Chair of Governors, LEA Officer informed by letter.
2. Parents may make representations to Chair of Governors.
3. Pupil Discipline Committee may meet but cannot reinstate.
4. Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

*If behaviour improves remove from PSP. If not move to* ***Step 9.***

**Step 9**

**(Headteacher) Fixed Long Term Exclusion** (up to 45 days per year).

1. Parents, Chair of Governors, LEA Officer informed.
2. Discipline Committee meet (parents/child or representative may attend/make representations).
3. LEA Officer must be invited to attend but may not reinstate.
4. Discipline Committee either reinstate or uphold the exclusion.
5. Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

*If behaviour improves remove from PSP. If not move to* ***Step 10****.*

**Step 10**

**(Pupil Discipline Committee) Permanent Exclusion**

1. Parents, Chair and Clerk of Discipline Committee, LEA Officer informed.
2. Discipline Committee meet and consider all representations and reports (parents/child may attend).
3. Discipline Committee either reinstate or uphold exclusion.
4. Parents notified of right to appeal.
5. If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
6. If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or ‘one off’ offence. These may include:

* Serious actual or threatened violence against another pupil or a member of staff;
* Sexual abuse or assault;
* Supplying an illegal drug;
* Carrying an offensive weapon;
* Serious deliberate damage to school property.

**SANCTIONS PROCEDURE - PLAYGROUND**

*If unacceptable behaviour occurs:*

**Step 1**

**(Dinner Supervisor/Duty Staff) Use normal strategies:**

1. Polite but firm request, discussion, separation etc. **NO MORE THAN 3 WARNINGS**

**Step 2**

**(Dinner Supervisor/Duty Staff) Give a final warning**

1. Use agreed phrase, ‘This is your final warning. Do you understand?’

**FROM NOW ON NO MORE WARNINGS: TAKE ACTION.**

**Step 3**

**(Dinner Supervisor/Duty Teacher) Time Out /Isolation A**

1. Stand for no longer than 5 minutes in a designated area, (facing wall) to reflect and calm down.
2. Record name in Playground Book

*If behaviour improves return to playground.*

*If not, if child refuses or if behaviour is more serious move to* ***Step 4****.*

**Step 4**

**(Dinner Supervisor/Duty Staff) (Isolation B)**

1. Member of internal duty staff sent for and takes over responsibility.
2. Child removed from playground.
3. Child stays in isolation for remainder of playtime/lunchtime.
4. Name /reason recorded in incident diary.
5. Class teacher informed.
6. Possible loss of next playtime.

For a regular offender: *(i.e. 4 or more points lost in one week, named regularly in playground book)*

* Discussion with Team Leader and/or SENCO: Consider School Action of the Code of Practice.
* Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
* Inform parents of concerns / targets (IEP).
1. Consider alternative strategies.
2. Possible removal of extra curricular/ curriculum enrichment activity.
3. Isolation from yard (step 5)

**Step 5**

**(Management Team) Missing playtimes (Isolation C)**

For more serious incidents including violent behaviour:

1. Misses playtime for up to five consecutive days.
2. Record who, when, why in Behaviour Log book.
3. Parents informed of situation by letter.
4. Children to report to small hall at the start of playtime/lunchtime.
5. Further discussion with SENCO, consider School Action Plus of Code of Practice.

For a regular offender:

* Discussion with Team Leader / Head/ SENCO : Consider the need for formal assessment.
1. Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
2. Complete a ‘Behaviour Assessment Profile’.
3. Parents informed by letter that behaviour is a major cause for concern.
4. LEA informed that child is at risk of exclusion.
5. Meeting with parents to investigate possible causes/alternative strategies.
* Access to extra curricular activities dependant on progress.
1. Access to curriculum enrichment activities dependant on progress.

**Step 6**

**(Head/Deputy Head) Pastoral Support Plan**

For those getting regular detention or committing serious incidents:

1. Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
2. PSP Meeting with parents/child.
3. Clear/realistic targets for behaviour agreed (maximum of three).
4. Clear rewards/consequences identified for success/failure (including possible exclusion).
5. Daily feedback to child, weekly feedback to parents
6. PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

**Step 7**

**(Headteacher) Behaviour Contract**

A last step before exclusion.

1. Clear specific rules which the child **must** uphold in order to remain in school.
2. Exclusion an immediate consequence of breaking the contract.
3. Reviewed fortnightly.
4. Parents, Chair of Governors informed.

*If behaviour improves return to PSP If not move to* ***Step 8.***

Following guidance under Section 6 of DfEE Circular 10/99

**Step 8**

**(Headteacher) Fixed Short Term Exclusion** (5 days or less per term)

1. Parents, Chair of Governors, LEA Officer informed by letter.
2. Parents may make representations to Pupil Discipline Committee.
3. Pupil Discipline Committee may meet but cannot reinstate.
4. Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

*If behaviour improves remove from PSP. If not move to* ***Step 9.***

**Step 9**

**(Pupil Discipline Committee) Fixed Long Term Exclusion** (up to 45 days per year).

1. Parents, Chair of Governors, LEA Officer informed.
2. Discipline Committee meet (parents/child or representative may attend/make representations).
3. LEA Officer must be invited to attend but may not reinstate or uphold exclusion.
4. Discipline Committee either reinstate or uphold the exclusion.
5. Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

*If behaviour improves remove from PSP. If not move to* ***Step 10****.*

**Step 10**

**(Pupil Discipline Committee) Permanent Exclusion**

1. Parents, Chair of Governors, LEA Officer informed.
2. Discipline Committee meet and consider all representations and reports (parents/child may attend).
3. Discipline Committee either reinstate or uphold exclusion.
4. Parents notified of right to appeal.
5. If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
6. If appeal unsuccessful, remove child from school roll.

**Troubled children**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

1. Behaviour books (for KS1 and less mature KS2 children).
2. Behaviour Reports (for KS2).

Both use the school Puffin Point system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

**Behaviour Targets**

* Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child’s behaviour e.g.
“To stay on task at all times” is not a realistic target for the best behaved child let alone a troubled child.
* If clear targets cannot be identified - monitor (see appendix)
* Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either :

1. to make targets more difficult as behaviour improves,
2. to set new areas to tackle or
3. to remove completely from report.

**Control and Restraint** For FAQs see Appendix C

Amble First School acknowledges that there will be times when it may become necessary to physically restrain a pupil in the interests of that person’s safety – or that of other pupils.

The school recognises the importance of placing its policy on physical restraint within the context of the whole school approach to discipline. This part of our Attitude and Behaviour Policy sets out the steps taken within school to positively promote and encourage positive attitudes and good behaviour among pupils. It is specific about expected standards of behaviour and what is unacceptable. It sets out a range of progressive sanctions and steps that the staff may apply when needed.

We are aware of the difficulties that staff can sometimes be faced with in their everyday dealings with pupils on matters of behaviour and discipline. The school’s approach to physical restraint is based on the beliefs that

* pupils are entitled to a safe and secure environment in which a high value is placed upon learning how to behave toward others
* staff are also entitled to a safe and secure environment at work and should be offered personal support and guidance about what is expected of them in difficult situations.

The school has a duty of care to all its pupils. Staff are required to act in a way that safeguards and promotes the welfare of the pupils and to do everything they can to protect a child from harm, from harming others or causing serious damage to property. In exceptional circumstances, this duty of care may involve 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.

**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.

**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.

School does not require parental consent to use force on a student.

School does **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Physical restraint will, at no time, be used as a threat, punishment or means of forcing compliance when there is no risk to people or property.

Whenever possible, staff should have used a range of behaviour management strategies to diffuse the situation before restraint becomes necessary – eg discussion, diversion, persuasion, time out. Knowledge of the child and previous behaviour is important and should be taken into consideration, including any information regarding Special Educational Needs and Disabilities. Restraint should only be used as a last resort, or when staff feel that immediate action is required.

The following is a list of examples illustrating when physical intervention may become necessary: this list is not exhaustive and there are many factors to take into account. Staff should use their professional judgement and common sense to appraise if the use of reasonable force will actually inflame a situation further.

|  |  |
| --- | --- |
| Situation | Action |
| A child needs guiding back to their place or activity | A gentle steer/ guiding hand approach: eg. Hand on shoulder, upper arm or in the case of a young child holding hands |
| Preventing a child from leaving the classroom where leaving would put the child at risk or disrupt others | Blocking the exit of the child by standing in the way |
| Removing a disruptive child from class | This would depend on the nature and level of disruption. A child may be physically removed, or the class may be removed and the child left in situ. |
| Preventing a child from leaving the school premises where leaving would put the child at risk  | Blocking the exit of the child by standing in the way |
| A child putting him/ herself in danger by refusing to walk on a pavement on a school trip | With a younger child holding hands, walking beside an older child on the outer edge of the pavement: in both cases pulling them back from the road if they walk out into traffic |
| Preventing a child from attacking a member of staff or another pupil | Holding the child by the shoulders/ upper arms for no longer than is necessary |
| Stopping a fight in the playground | Holding the child by the shoulders/ upper arms for no longer than is necessary |
| A child having a physical outburst that may cause him/ herself or others harm | Holding the child by the shoulders/ upper arms for no longer than is necessary |

 **Using force**

A panel of experts (Physical Control in Care Medical Panel – 2008) 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.

These techniques **will not be used** in Amble First School.

Once the decision to intervene physically has been made, the member of staff should

* give clear instructions warning the pupil that unless he / she conforms, then physical restraint will be used
* calmly explain to the pupil that staff are unable to let him/her hurt others and that once they have calmed down the restraint will cease
* summon another member of staff, if possible to act as a witness and ensure the safety of both parties. If no other member of staff is available then restraint should only be attempted when staff feel sure of success
* use only the minimum amount of force necessary for the minimum amount of time
* gradually relax the restraint as soon as it is judged safe to do so, allowing the child to regain self control
* reassure the pupil that no harm will follow

Both the pupil and member of staff should be given time to recover, if possible. It is important to acknowledge that emotional upset may take longer to get over than the physical symptoms.

Incidents should be reported to the Headteacher as soon as possible, then recorded, using the Record of Restraint incident form. Copies of this form can be found in the school office and should be returned to the Headteacher as soon as possible and certainly before the member of staff leaves school for the day

Following any incident opportunities will be made for the staff to discuss and reflect upon what has happened and why, leading to ideas and strategies for future management of this pupil and his/her behaviour

**Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their

professional judgement and also consider the following:

* the pupil’s behaviour and level of risk presented at the time of the incident
* the degree of force used
* the effect on the pupil or member of staff
* the child’s age

The Headteacher will also monitor the use of restraint, including consideration of

* the appropriateness of the intervention
* attempts at diffusing the situation
* that correct post restraint procedures have been carried out
* the need for individual behaviour management plans
* the need for inset/training for staff

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

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

(ii) 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.

(iii) 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.

(iv) 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.

(v) School must consider carefully whether the circumstances of the case warrants a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

(vi) 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.

(vii) The Governing Body 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.

**Physical Contact With Pupils**

(i) 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.

(ii) 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;

f. To give first aid.

Screening, Searching and Confiscation

This section is based on non-statutory advice from the Department for Education. It is intended to explain schools’ powers of screening and searching pupils so that school staff have the confidence to use them.

**What legislation does this advice relate to?**

Education and Inspections Act 2006

Health and Safety at Work Act etc. 1974

**Key Points**

* School staff can search a pupil for any item banned under the school rules, if the pupil agrees (The ability to give consent may be influenced by the child’s age or other factors)
* Head teachers and staff authorised by them 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 which they consider harmful or detrimental to school discipline.

**Screening**

At present we do not have screening technology at Amble First School.

**Searching with consent**

**Schools’ common law powers to search:**

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

1. School is not required 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 or tray and for the pupil to agree.

2. Staff, pupils and children are banned from bringing the following items to school: knives or weapons, alcohol, illegal drugs and 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 sanctiom as set out in the school’s behaviour policy.

4. Should a pupil refuse to co-operate with such a search the school will contact parents to discuss the issue.

**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 a member of school staff and authorised by the head teacher. 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 allpossible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

*When can I search?*

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. The law also says what must be done with prohibited items which are seized following a search.

**Authorising members of staff**

At Amble First School all members of staff have authorization to search pupils: there be an occasion when there are no male members of staff available: the headteacher should then be consulted about whether a search goes ahead.

**Establishing grounds for a search**

1. Teachers can only 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.

3. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

**Location of a search**

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, for example on school trips in England or in training settings.

**During the search**

**Extent of the search – clothes, possessions, desks and lockers**

**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 desks, lockers 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; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

**Trays and desks**

Under common law powers, school is able to search lockers and desks for any item provided the pupil agrees.

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 as defined in this policy

**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 may retain or dispose of it.
* Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so –in which case the drugs must be disposed of.
* 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. This would include, for example, so called ‘legal highs’. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
* Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.
* In determining what is a “good reason” for not delivering **controlled drugs or stolen items** to the police the member of staff must haveregard to guidance issued by the Secretary of State, Section 550ZC (6) Education Act 1996 (see paragraphs1 to 4 below).
* Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
* It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

In determining what is a ‘good reason’, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

School can dispose of alcohol as they think appropriate but this does not include returning it to the pupil.

**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.

There is no legal requirement to make or keep a record of a search.

School will inform the individual pupil’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

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

**Associated Resources**

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Behaviour and Discipline in Schools – guidance for governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

Link to Behaviour and Discipline in Schools – advice for head teachers and school staff http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-

headteachers-and-school-staff-on-behaviour-and-discipline

Link to Information Commissioner for advice on the Data Protection Act

<http://www.ico.gov.uk/for_organisations/data_protection.aspx>

**Legislative links**

Education and Inspections Act 2006

http://www.legislation.gov.uk/ukpga/2006/40/contents

Health and Safety at Work etc Act 1974

<http://www.hse.gov.uk/legislation/hswa.htm>

DfE-00056-2011

JA Jenkins

January 2012

Agreed Louise Stott on behalf of the Governing Body

Reviewed by……………………………………….. , on behalf of the Governing Body

Date January 2015

Reviewed by……………………………………….. , on behalf of the Governing Body

Date September 2016

##### Appendix A

### **GOOD PRACTICE**

The quality of teaching and the organisation of the physical environment have a considerable effect on children’s behaviour.

**Always:**

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

**Remember** to:

1. Set high standards
2. Apply rules firmly and fairly
3. Smile and relate
4. Avoid confrontation
5. Listen
6. Stay calm
7. Use humour
8. Know the children as individuals
9. Look out for good behaviour
10. Praise quickly and consistently
11. Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience that will build their self-esteem.

**Never:-**

1. Humiliate - it breeds resentment
2. Shout - it diminishes you
3. Over react - the problem will grow
4. Use blanket punishment - the innocent will resent you
5. Over punish - never punish what you cannot prove

### **CHILDREN’S RIGHTS**

1. To be looked after by caring adults
2. To be taught well
3. To be able to rely on an atmosphere conducive to learning
4. To be made to feel welcome
5. Not to be talked down to
6. To feel as important as anyone else
7. Not to be smacked or shaken
8. Not to be bullied
9. Not to hear swear words

**Appendix B**

**RECORDING ISOLATION: Notes**

**Time Out A : a class list**

It is not essential or even desirable that all isolations are always recorded but do record if:

1. Monitoring individuals
2. Patterns in behaviour emerge
3. An individual is frequently being isolated

**Time Out B: one sheet per child**

All should be recorded and stored in the child’s Mentoring File:

1. To check on frequency of isolation
2. Identify any patterns in behaviour
3. Facilitate target setting and parent discussion
4. To help with possible IEPs

## Time Out C: one sheet per incident

More detailed recording is required. What happened, and why.

A letter should be sent to parents

All should be recorded and stored in the child’s Mentoring File:

Statements/Comments should be brief but succinct, clear, unambiguous e.g. not

‘disturbing class’, ‘being a nuisance’ which are meaningless and open to misinterpretation, but

rather :‘tore up Anthony Brown’s work’, ‘thumped Rebecca Smith in the back’, ‘refused to sit for story’ etc, which are specific and understandable.

Appendix C

**Frequently Asked Questions**

**I’m worried that if I use force a pupil or parent could make a complaint**

**against me. Am I protected?**

Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

**How do I know whether using a physical intervention is ‘reasonable’?**

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

**What about school trips?**

The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

**Can force be used on pupils with SEN or disabilities?**

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

**Am I expected to restrain or try to control my pupils?**

There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

**Are there any circumstances in which a teacher can use physical force to punish a pupil?**

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.