

Broughton Fields Primary School



BEHAVIOUR POLICY STATEMENT

October 2019
Next Review date: October 2021

PLEASE NOTE THAT THE BEHAVIOUR CHART HAS BEEN AMENDED TO INCLUDE
COVID-19 REFERENCES IN SEPTEMBER 2020 (Governors 09/10/20)

1. Rationale

At Broughton Fields Primary School, we try to ensure that children know what is expected of them and enable them to be successful by providing appropriate activities and setting realistic and consistent boundaries. This whole-school behaviour policy has been formulated to support the ethos and practice of the school, so that children can become effective learners within a supportive and positive environment. At all times we seek to positively reinforce appropriate behaviour.

We believe that children's innate exuberance and vitality encourages them to be curious about their world and eager to learn. We believe that discipline and good behaviour should develop from within the child; therefore values education underpins our curriculum. It is through assemblies that children are introduced to these core values.

We need to be sensitive to the degree of personal responsibility any individual child can accept and tailor our demands and structure the environment to take account of this.

Our Statement of Purpose

At Broughton Fields Primary School we are committed to providing a happy, welcoming and motivating learning environment, where everyone can enjoy learning and value the challenges of new experiences.

As a school community we seek to build firm foundations for positive learning, attaching high priority to strong partnerships between home, school and our local community that will enhance everyone's capacity to learn.

Our purpose is to build **"a caring community inspiring every child to succeed."**
where we are all - **"Learning Together"**

2. Aims

We aim for all our children to leave Broughton Fields Primary School equipped with core values to confidently lead them into adult life.

In doing so, we promote;

- A happy, welcoming and caring ethos; building positive partnerships to enhance everyone's capacity to learn.
- An inclusive curriculum that is creative, innovative and challenging; inspiring children to explore, learn and grow.
- High quality teaching ensuring high standards of achievement; enabling all children to achieve their best.
- Opportunities to develop skills, knowledge and an understanding of the world, needed throughout our everyday lives.
- A safe and secure environment; fostering a sense of family.
- A diverse school community; developing independent learners with a strong sense of pride in everything they do.

- Values led education; placing positive relationships at the heart of everything we do.

3. Roles and Responsibilities

The behaviour of the adults in our school influences the behaviour of the children. It is therefore vital that we all understand our role in this important policy.

a) **The Governing Body:**

Is encouraged to take an active interest in promoting, monitoring and reviewing the school policy. Governors are actively encouraged to visit the school regularly to observe and support the management of behaviour in school, acknowledging the success of the children.

b) **The Headteacher:**

Has the responsibility to manage personnel, the budget, training needs and the school building in such a way as to promote a positive, encouraging, caring and motivating environment.

c) **The teachers:**

Are the main instigators of good behaviour in the classroom and around the school. They are responsible for promoting good behaviour by praise and rewards and are expected to deal with unacceptable behaviour quickly and calmly, avoiding reinforcing attention-seeking and aggressive behaviour. A raised voice should only be used in extreme circumstances. They should plan and organise stimulating lessons that match the needs of all children and deliver these using clear instructions.

d) **Teaching assistants and support staff:**

Are expected to encourage good behaviour throughout the school and to support teachers in the implementation of the policy.

e) **The parents:**

Are encouraged to expect good behaviour from their children. They will be made aware of the policy on their child's admission and how they have a role in its successful implementation.

f) **The children**

Are expected to follow the golden rules at all times and be prepared to accept the consequences for not doing so, to act in an orderly considerate and polite way at all times, to take part in activities to the best of their ability and be invited to comment upon aspects of behaviour through the school council.

All those implementing this policy should treat pupils fairly and with respect. The children are the responsibility of us all – **to ignore unacceptable behaviour is to condone it.**

4. Promoting 'outstanding' positive behaviour

"Keep your behaviour positive, because your behaviour become your habits". (Ghandi)

This section of the policy focuses on the necessary procedures, routines and rules that enable the smooth running of our school community. These routines are integrated into the daily routines of the school day. They are to be explicitly taught through discussion, modelling, encouragement and classroom management.

In order to teach positive behaviour actively, real incentives are needed so that the children are clear what is expected of them and what they can expect in return. Outlined below are the means by which we promote outstanding behaviour at Broughton Fields and the rewards children receive for achieving this, as well as the sanctions that will be used to address unacceptable behaviour.

Teaching positive behaviour

Values

The Values Led Education curriculum at Broughton Fields Primary School aims to provide planned opportunities that develop attitudes and skills of children

- As individuals,
- As members of a family and of society,
- As members of the wider community and environment.

It helps pupils understand and to be able to apply values such as respect, honesty, responsibility, trust and friendship.

Golden Rules

At Broughton Fields Primary School, we have agreed a set of golden rules which determine appropriate behaviour within the classroom, school building, playground and during lunchtime. These rules are reviewed during circle time at the beginning of each academic year and are displayed in each classroom.

Our Whole School Golden Rules are:

- ❖ We are gentle – we respect physical safety and do not hurt each other.
- ❖ We are kind and helpful – we respect emotional safety and do not hurt each other's feelings.
- ❖ We work hard – we respect learning and the right of others to learn.
- ❖ We look after property – we are respectful of our learning environment and the property of others.
- ❖ We listen to others – we respect each other's views.
- ❖ We are honest – we respect the truth and trust.

At the beginning of the academic year, each class will determine and agree their own set of class rules, appropriate to their needs, which everyone in the class will sign up to. Non-negotiable rights are the basis of a classroom agreement: the right to be treated with respect; the right to be safe; the right to learn; the right to be listened to; and the right to be an individual. Once agreed, the class rules will be displayed clearly, referred to and reviewed regularly.

PHSE sessions are used to reinforce positive relationships between all members of the class, including the adults, giving the children a safe and supported environment in which to express themselves, with clear understood ground rules. Circle time can boost self-esteem and give children the opportunity to share their qualities and achievements.

At times it will be necessary to highlight areas of concern relating to relationships or behaviour issues within school in circle time. Circle time is a democratic setting for sharing problems and finding a solution or for the teaching of core skills and abilities from the values and PSHE curriculum.

Procedures for addressing inappropriate behaviour

At Broughton Fields we aim to teach children that their behaviour is their choice. Children need to know and understand that consequences follow inappropriate and irresponsible behaviour. They need to be taught that they are responsible for their own actions and therefore have to accept the consequences of their actions, apologise and make amends for any misbehaviour. Children are required to make amends appropriately for example; drop litter

– pick it up; run in school – go back and walk.

The setting of consequences should prevent poor behaviour and teach a more appropriate behaviour in its place.

If a child chooses to misbehave, break a Golden Rule or other rule, they need to understand how the choices they make affect their opportunities and enjoyment, and that of other children and staff. It needs to be clear that consequences operate on a least-to-most intrusive basis. Consequences will build from a simple rule reminder (a verbal consequence), through stages including working away from others in class, time out, discussion with class teacher, discussion with senior staff, meetings with their parents.

The language we choose to use with the children is extremely important. We want to model a calm voice at all times, with the emphasis on correcting the inappropriate choices. Referring the children back to the rule they have broken is always a good starting point and directing them positively to the correct choice helps to restore good behaviour. In only extreme circumstances should a raised voice be used.

Good to be Green Behaviour System

Every classroom in Foundation Stage (FS), Key Stage One (KS1) and Lower Key Stage Two (LKS2) has a “Good to be Green” behaviour chart in their classroom. Each child has a named pocket on their class chart with a green card behind it. Children who follow the Golden Rules will keep the green card behind their name. Any child breaking the school/classroom rules, will initially be given a quick verbal reminder of the expectation in the hope that this will be enough to change their behaviour, unless the severity of the action requires an immediate sanction. Where the misbehaviour from a verbal warning continues, a yellow “warning card” will be placed in the child’s pocket on the chart and this will be recorded.

In KS1 and LKS2 the day is divided into three sessions; before break, between break and lunch, and after lunch. The children’s names return to green at the start of each new session. In FS, the day is split before and after lunch.

Should misbehaviour continue a red “consequence card” will be placed in the child’s pocket on the chart and they will go to another classroom for a set amount of time (5 minutes in Foundation Stage, 10 minutes in KS1 & LKS2), and the KS leader will be notified. During this time, they must reflect on their behaviour and not complete work. The class teacher will inform the parent following a red card. This must be done on the same day, and either by telephone or face to face. In this instance, this must be done inside school and away from other parents. Repeated instances of ambers will also result in communication with parents, to be dealt with in the same way as detailed above.

In the unlikely event that a child continues to misbehave, or in instances of serious misbehaviour a purple “sanction card” will be placed in the child’s pocket on the chart and they will go to a member of the Senior Leadership Team (SLT) for the remainder of that session. A member of SLT will contact the parents. In UKS2, they will be given a 5B (see below for further details)

Serious misbehaviour can have many forms and this is by no means an exhaustive list. The interpretation of this is driven by the individual circumstances of the incident and the final decision is always that of the senior leader involved. Examples of ‘serious misbehaviour’ include:

- Disregard of staff instruction
- Bullying behaviour, both physical and verbal, including that based on race, religion, sexuality or gender
- Violent behaviour or the threat of violence to pupils or staff

- Compromising the safety of other children and/or the staff working with them
- Continued disregard for school rules and procedure
- Theft or vandalism
- Sexual assault or inappropriate sexualised behaviour
- Being in possession of anything that could be perceived as an offensive weapon, with the intent to use it in that way

In instances of serious misbehaviour, any of the following sanctions may occur:

- Withdrawal from class for some or all of the day - this may be to a time-out table suitably situated in a supervised area away from peers. Work tasks can be carried out here.
- Telephone call to parents asking for a meeting with the class teacher and a Senior Leader. For children who persistently misbehave a further meeting will be held between the parents, class teacher, head teacher and Inclusion Manager - Children who persistently misbehave may be referred to a teacher from the Specialist Teaching Team for support and guidance. (SEMH)
- A fixed term exclusion (procedures are implemented in line with LA guidance).
- Permanent exclusion, which will occur after consultation with governing body and LA.

Upper Key Stage 2 Consequence System

The consequence system in UKS2 follows a system similar to that used by secondary schools. This helps to prepare the children for their transition to their next school. We use a system of consequence codes when giving consequences.

If a child is behaving inappropriately, they will be given a warning. If after this they continue to demonstrate inappropriate behaviour, they will receive a Code B1.

The system then proceeds from here as follows:

Code B2 – The child will complete their learning in another class. Parents will also be contacted.

Code 'B3' – The child will complete their work with the Headteacher / Deputy Headteacher and miss 15 minutes of their next break.

Code 'B4 or B5' – The child will be secluded for the rest of the school day. Parents will be contacted.

For serious misbehaviour as explained in the chart below, children will be given a code 'B5' which will result in immediate seclusion. Parents will be contacted.

The consequence codes from 'B1' to 'B4' work in succession when behaviour escalates. However, some behaviours/actions which are unacceptable will automatically result in a consequence depending on the nature of the behaviour/action. This is shown in a table, displayed in each classroom, and is updated every September to take account of current concerns as well as long standing behaviour expectations. An updated copy is sent out to all parents in Years 5 and 6 at the start of each academic year.

	Some of the reasons for automatically receiving that code	Consequence that applies to receiving that code
B1	<ul style="list-style-type: none"> Continuing to ignore the social distancing rules that have been explained to you. Silly/inappropriate reference to Covid-19 towards others. Lack of effort Disrupting the learning of others (including calling out in class) Being unkind to another pupil Hostility towards another child Refusal to complete a task Provoking/ retaliating Disrespecting school property 	If B1s accumulate you may not be able to come to the Reward Evening.
B2	<ul style="list-style-type: none"> Leaving the classroom/learning area without permission Inappropriate language towards another child Disrespect towards an adult Harming another individual through silly/inappropriate behaviour 	You will complete your learning in another classroom for the remainder of the session. Your teacher will contact your parents.
B3	<ul style="list-style-type: none"> Inappropriate language towards an adult. Causing harm to another individual with intent, e.g. pulling and dragging another student. 	You will complete your learning with a senior member of staff and miss 15 minutes of your break/lunch. Your parents will be contacted.
B4	<ul style="list-style-type: none"> If your behaviour continues to be unacceptable following the B3, you will go into seclusion for the whole day. 	You will be in seclusion with a senior member of staff for the remainder of the day. Your parents will be contacted.
B5	<ul style="list-style-type: none"> Physical violence or threat of e.g. fighting, punching, kicking, hitting, etc. Abusive or threatening behaviour Offensive/explicit language. Intentionally breaching the social distancing rules, with intended harm related to Covid-19. E.g. purposely spitting/coughing on another person. 	You will be in seclusion with a senior member of staff for the remainder of the day. Your parents will be contacted.

All consequence codes are recorded on Behaviour Watch and a text is sent to inform parents of B1 and B2s. B3 and above is alerted via a phone call.

Formal rewards

Golden Time

The ability to keep the Golden Rules is the essence of Golden Time. It is a celebration for keeping the Golden Rules and other rules. Golden Time formally acknowledges those children who, as a matter of course, follow the expected rule-abiding behaviour. In this way, children receive attention for the right reasons, feel positive about themselves, and learn to make the right choices and

decisions. By focusing upon good behaviour, we are able to develop an emotional environment within the classroom that is conducive to learning and sustains positive relationships. All pupils in Foundation Stage and Key Stage One are entitled to Golden Time. Golden Time is timetabled as weekly sessions. It is seen as an important part of the timetable.

Adults plan the activities to be offered during Golden Time and these may include cooking, sport, cinema, games, art etc. Prior to Golden Time, children are involved in deciding upon the activities they are able to do as a reward, for working and behaving well. It is important that the activities provided are of a high quality. Golden time activities offered are changed regularly to maintain interest. Golden Time is an enjoyable activity that children do not want to lose.

Golden Time in Foundation Stage

Golden Time for Foundation Stage and KS1 children is timetabled for 20 minutes at the end of each week. This is awarded to children who have had none, or very few consequences during the week. The consequences carry a points system, where Amber is 1 Red is 2 Purple is 3. If a child reaches 3 points or more during the week, their Golden Time is withdrawn. They will spend the time participating in a small group discussion with an adult to think through actions, consequences and resolving issues. Should a child be due to miss Golden Time, their class teacher will inform their parents on the Friday before Golden Time that afternoon.

Reward Afternoons in Key Stage One and Lower Key Stage 2

Reward afternoons replace golden time for Key Stage One and Lower Key Stage 2. Children are timetabled for up to an afternoon at the end of each half term. It is a pre-agreed activity that children have been involved in suggesting. As with the points explained in the previous paragraph, any child who loses more than 10% of their points during any half term will miss the reward afternoon. Any child receiving a purple may receive an immediate exclusion from the reward afternoon, depending on the nature of their misbehaviour. i.e. a purple resulting from 3 warnings will be viewed differently to an action that results in a straight purple. This is at the discretion of the KS leader.

Reward Evening in Upper Key Stage 2:

You will be invited to a Reward Evening at school if you have demonstrated the acceptable behaviour at Broughton Fields. (Less than 10% of consequences for the available sessions)

Merits: Merits are awarded to pupils who demonstrate **above expected** effort, behaviours and excellence. You may earn merits for outstanding work, a particular demonstration of our values or for overcoming something challenging. Merits can be 'cashed in' for special rewards.

Golden Pupil

At the end of each week, the class teacher will select a child to receive the class 'Golden Pupil' brick in our whole school celebration assembly. This should be awarded to a pupil who has made a significant effort or has consistently tried their best to celebrate their ability to make continued valid efforts and day-to-day achievements as expected. The parents of each 'Golden Pupil' are invited to attend the assembly to share in their child's celebration.

Star of the Day

The class 'star of the day' is recognised at the end of the day for a child who has made a significant effort to meet expectations during that day. A sticker or note is sent home to recognise this achievement, explaining why they have been chosen.

Informal rewards

Informal rewards are used to give children immediate praise and may include;

- Verbal praise; 'I'm really pleased that you have shared the Lego with John!'
- Stickers.
- Stamping pictures in children's books with a written reason for the success.
- Showing work to other staff members.

- Talking to parents about achievements.
- A smile.
- Collecting marbles in a jar as a class.
- Table points.
- Postcards home from the headteacher or deputy headteacher.

Headteacher Reward

At the end of each half term, any children who have remained green, or been given no sanctions in UKS2 will take part in an additional celebration hosted by the Headteacher.

5. Outside Procedure

In the playground a wider range of behaviour becomes acceptable as the children need to run, shout and generally let off steam in a way which may not be appropriate in a classroom situation. However, children are encouraged to continue to show self-discipline, be courteous, and have consideration for the personal safety and feelings of others. It is the responsibility of the staff on playground duty to supervise the children in the playground and to monitor behaviour. Any problems are dealt with as they occur and the child's teacher is informed of any behaviour that is causing particular concern.

During the lunch break the midday supervisors take responsibility for the children with the Senior Leadership Team and Children and Families Officer on call.

Children are allowed access to toilet facilities at break times but they are encouraged to use these before going outside. As a general rule, children are expected to be outside during playtimes and lunch breaks. They are discouraged from coming in and out of the school during these times.

If children are becoming too boisterous on the playground and a sanction is required a consequence system should be used in a similar way to those followed in school. A verbal warning should be given and the child is given an opportunity to discuss what was wrong with their behaviour, what they need to do to prevent a recurrence and what the consequence will be for persistent offence. The consequences are as follows;

- First incident - Yellow band given to the child to indicate that they have been given a warning for their behaviour.
- Second incident – (OR SIGNIFICANTLY UNACCEPTABLE FIRST INCIDENT) Red band given to the child and they are sent in to the Management area to spend the remainder of their break/lunch with a member of the SLT.

On the Friday of each week, any children that have been sent to the MANAGEMENT Area during the week will have a session of reflection and reparation with the Children and Families Officer. This will be tailored to their individual needs. This may also happen at other times during the week, depending on the individual circumstances of the child and the incident.

Parents of children who persistently disrupt lunchtimes are to be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves.

6. Procedures for screening and searching for inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to screen and search pupils for inappropriate items and to confiscate items from pupils:

- 1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers”) enables a member of staff to search a pupil for any item if the pupil agrees and confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

Also note:

1) If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

2) If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil’s absence should be treated as unauthorised. The pupil must comply with the rules and attend.

3) This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

- 2) Headteachers and staff authorised by them have a statutory **power to search pupils or their possessions, without consent**, where they have reasonable grounds for suspecting that the pupil may have a **prohibited item**.

Power to search without consent for “prohibited items” including:

- 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 to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation –advice for head teachers, staff and governors.

7. Procedure for prevention of bullying

What is bullying?

There are many formal definitions of bullying, but most have three things in common:

- It is deliberate hurtful behaviour
- It is repeated several times over a period of time
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the main types are:

- Physical – e.g. hitting, kicking, taking belongings etc
- Verbal – e.g. name calling, insulting, racist remarks etc
- Indirect – e.g. spreading nasty stories about someone, excluding someone from social groups, bullying via social networking or internet platforms etc

Bullying is the wilful desire to hurt or threaten or frighten someone else, on purpose. To do this the bully has to have some sort of power over the victim, a power not always recognisable to the teacher.

Bullying is aggression, physical, verbal or psychological, although not all aggression is necessarily bullying. Any behaviour which is the illegitimate use of power, over time, in order to hurt others, on purpose, is bullying behaviour.

Bullying is found within all age groups, in all educational settings and can happen to anyone.

Bullying is defined by the intentions of the perpetrator and the feelings and experience of the victim. (*paraphrased from Action against bullying – Scottish council for research in education 1991*)

The nature of bullying

- Bullying flourishes when supervision is minimal e.g. playtimes and lunchtimes
- Bullying usually happens to less powerful children – they may be intellectually less able, less physically competent or belong to a minority group.
- Bullying is a secretive activity and is dependent upon nobody telling anyone in authority
- Bullying thrives where there is little respect for or value given to individuals and their differences.
- Bullies thrive where there is inconsistent discipline and where there are unclear expectations about behaviour
- Bullying thrives in impoverished, monotonous, poorly maintained surroundings

Bullying is not to be confused with aggression. Aggression is an unprovoked attack by a child on another, or the expression of pain and frustration manifested by lashing out, or the deliberate incitement to retaliation which results in physical violence. These incidents are assaults and are dealt with in a way suited to their severity. In extreme cases the police would be involved, a fact made clear to the parents of persistent aggressors.

At Broughton Fields Primary School we believe that it is the basic entitlement of all children to receive their education free from all forms of humiliation, racial abuse, oppression, discrimination and physical and mental abuse. We believe that any kind of bullying is very damaging to the victim, bully and the atmosphere of the school. It is, therefore, the responsibility of everyone to promote an atmosphere where children feel safe and mutual respect between all members of the school community is fostered.

Any reports of bullying, from either parents or children, are taken very seriously and are always followed up.

Aims of our bullying procedure

We aim that when we hear of an incident of bullying;

- any incident is not repeated;
- victims are given support and care is taken to raise their self-esteem and confidence, and (if appropriate) support them in the development of social skills;
- children instigating bullying are made aware that their behaviour and its consequences are totally unacceptable, and are helped to learn to satisfy their needs through working with others rather than in confrontational or competitive ways.

We believe that in all incidents of deliberate bullying, parents of all parties should be involved.

Procedure for dealing with an incident of bullying

If an incident of bullying is brought to our attention, the following strategies are employed;

- Immediate intervention by staff.
- Inform head teacher and other staff.
- Discuss 'instigators' behaviour with other colleagues and Headteacher.
- Support victim(s). Inform parents.
- Talk individually with 'instigators'. Inform parents.
- Talk to parents of instigator (without child), counsel, share and gather information. Agree on strategies.
- Talk to parents and child. Set guidelines for framework of discussion.
- Involve support of outside agencies, as appropriate.
- Set specific targets with child and parents. Agree any sanctions. Agree regular review session.
- Implement strategies and/or impose sanctions. Continue contact with victim(s) and observe potential situations.
- If reoccurrence of incidents, impose sanctions. Begin formal procedure for exclusion.
- Report to Governors.

8. Use of Reasonable Force Guidance

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power.

This advice replaces “The use of force to control and restrain pupils – Guidance for schools in England”.

What legislation does this guidance relate to?

Education Act 1996 and Education and Inspections Act 2006.

Who is this advice for?

This advice is aimed at governing bodies, head teachers and school staff in all schools.

“All schools” include Academies, Free Schools, independent schools and all types of maintained schools.

Key points:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

1) 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.

2) 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.

3) ‘Reasonable in the circumstances’ means using no more force than is needed.

4) 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.

5) 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.

6) 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?

1) All members of school staff have a legal power to use reasonable force.

(Section 93, Education and Inspections Act 2006).

2) 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?

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

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) 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.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an

instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.
- Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

9. Record keeping

There is provision within the school's ongoing system of record keeping to record comments about the children's general behaviour. (See AfL policy). However, if a child's behaviour needs monitoring or is causing concern, more detailed notes must be kept by the class teacher on the pupil diary sheet. These are essential if, at a later date, outside agencies become involved. Notes made about specific incidents or meetings with parents are also kept on Behaviour watch

10. Monitoring and review of school's behaviour policy

The head teacher, deputy and the governors monitor the effectiveness of the school's behaviour policy in consultation with the staff and the children. New staff and supply teachers are informed about current policy. The general behaviour of the children is discussed on an ongoing basis during team and staff meetings as the need arises. The whole school behaviour policy is reviewed regularly and will be part of a whole school review.

11. References

"Discipline in Schools" The Elton Report, 1989
The use of force to control or restrain pupils DfEE 10/98
Supporting school improvement Emotional and behavioural development DfES 2001
Education Act 1996 and Education and Inspections Act 2006.
Exclusion from School Guidance for Headteacher
This policy should be used in conjunction with the following policies: Assessment for Learning and Attendance

N Hearn
October 2019

Agreed by Full Governing Body..... Date.....

Signed.....

Date of next review
October 2021