Behaviour Principles & Behaviour Management Policy

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Approved Date: Autumn 2018
Review Date: Autumn 2019
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Written Statement of Behaviour Principles

Introduction
Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school’s Behaviour Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils.

The purpose of the statement is to advise and guide the Headteacher in drawing up the Behaviour Policy by stating the principles, which governors expect to be followed. It follows the guidance issued by the Department for Education in September, 2012, and will be reviewed in line with the Behaviour Policy review, and in response to any changes in legislation and DfE guidance. The Behaviour Policy must be publicised, in writing to staff, parents/carers and children and available on the school website.

Principles:
High Standards of Behaviour
The governors of West Acton Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. This enables all its children to make the best possible progress in all aspects of their school life and work and all staff to be able to teach and promote good learning without interruption. The Behaviour Policy will provide a clear direction and vision, helping to create and sustain the stable environment that is promoted in West Acton Primary School.

The Governing Body firmly believe that pupils learn from positive examples as they make connections between what teachers say and do. Therefore, being able to recognise the same values across the school will promote consistency in staff expectations and behaviour throughout. This will allow and help learners to reflect and adapt their own behaviours on a daily basis. The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Right to Feel Safe at all Times
All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between children. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Inclusivity
West Acton Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

Equality
The school’s legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.

Home-School Agreement
The Home/School Agreement should mirror the statements made in the Behaviour Policy so that parents/carers are encouraged and helped to support their children’s education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their children’s behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.
School Rules
The school’s Behaviour Policy must include details of the school rules. These should set out the expected standards of behaviour, displayed in all classrooms, shared with and explained to all pupils. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards
Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

Unacceptable/Poor Behaviour
Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied. The range of sanctions should be described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. The governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

The policies should include the following in some detail:

a. **Power to use reasonable force or make physical contact**: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving). A definition of ‘reasonable force’ should be included, which should also explain how and when pupils may be restrained. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint.

b. **The power to discipline outside the school gates**: disciplining beyond the school gates covers the school’s response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any school organised or school related activity.

c. **Screening and searching pupils**: Pupils should not be bringing dangerous items e.g. knives etc. from home and if it is suspected that any dangerous item has been brought to school, the Governors would expect the Head Teacher and one other SLT member to take steps, including searching a pupil’s bag, to ensure that nothing unsafe is in school.

The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent and responsible members of society.
1. **Aim**
At West Acton Primary School we aim to create and maintain a safe, happy, caring, learning environment for all in which pupils can develop to their full potential. Our policy is based on recognising and rewarding positive behaviour combined with high quality teaching and learning, which makes the school an interesting and safe place for pupils to thrive and learn.

2. **Behaviour Policy Statement**
The school has six Golden Rules and a whole-school community created Values Tree. However, our Behaviour Management policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with a common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

All pupils are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times. The emphasis lies in positive reinforcement, rewards and praise rather than on sanctions and punishments. Setting and expecting high standards of behaviour, courtesy and mutual respect is our aim.

This policy sets out to address this issue and seeks to reinforce procedures acceptable to all, with a commitment from all staff to enforce the guidelines.

All staff in school are responsible for following the school behaviour management policy. Every member of staff is responsible for the behaviour of every pupil in the school. It is a consistent and coherent approach that will support the pupils’ development in all social and behavioural issues. This means communicating positively to reinforce good behaviour for all pupils around and about the school as well as in the classroom.

3. **Rationale**
There is a need for the school to have a whole school approach to pastoral and disciplinary issues that all staff, pupils and parents are aware of. There will be an ongoing process of support to help staff deal effectively with behaviour and discipline and specific training offered if the need arises. All members of staff accept their responsibility for establishing and teaching acceptable behaviour and for the use of rewards and sanctions.

4. **Golden Rules and School Values**
The school has a set of Golden Rules (see Appendix 2) and Values Trees, which are on display in each classroom and every corridor.

Golden Rules we expect the pupils to know and follow:
1) We are gentle
2) We are kind and helpful
3) We listen
4) We are honest
5) We work hard
6) We look after property

The whole school community has also created a set of values that everyone follows, resulting in our values tree. Our values are: kind, respect, reflective, happy, ambitious, safe, independent, inquisitive, confident and collaborative. In addition to this we adhere to the fundamental British Values and each class may have a set of agreed classroom expectations, which relate to standards of work etc.
5. **Procedure**

The school has a set of Golden Rules (see Appendix 2) and Values Trees, which are on display in each classroom and every corridor. Pupils are expected to follow these rules at all times.

6. **Encouraging Positive Behaviour**

**House points System**

This is the primary and whole school method of positive reinforcement for behaviour and team building throughout the school. Each pupil is allocated a school house either Chiswick, Osterley, Pitshanger or Syon. House points can be awarded by any member of staff throughout the school for any reason. A maximum of one house point should be awarded at any one time. House points are recorded on house point charts in class. The week’s points are collected at the end of each week by the year 6 House Leaders.

**Class Points Systems**

Some class teachers may opt to introduce table and class points although this is not statutory. These will be individual to each class and should be awarded for good work and good behaviour. How many of these points are given is at the teacher’s discretion and the system they have in place, but should not be used to replace house points.

**Celebration Walls**

Excellent examples of pieces of work will be chosen and displayed on the celebration wall in the corridor of each year group. Exceptional examples will be chosen and displayed on the Head teacher’s celebration wall next to the Head teacher’s office.

**Stickers**

Class teachers, Teaching assistants, SMSAs, Year group leaders and senior managers will make use of stickers as rewards for good behaviour and work. The pupils are also given stickers when they show the value of the month i.e. kindness, respectful, confidence.

**Postcards Home**

Teachers are encouraged to send a Star Pupil postcard home to individuals to celebrate a success at school. These are to be written up (including the pupil’s address) by the class teacher and handed to the front office for posting.

**Headteacher/ Deputy Headteacher and Assistant Headteacher rewards**

Pupils can be sent to the Headteacher for displaying good behaviour or work. The Headteacher may reward the pupil with a small treat such as a sticker, pencil, door hanger, letter or phone call home to parents.

**School Council**

Giving pupils a forum for their views and concerns.

**Circle Time, Assemblies and PSHE lessons**

Pupils are given time to share thoughts and feelings with their peers about a variety of topics, situations and scenarios that affect them.

**Praise**

All staff praise the achievements of the pupils in our school. Pupils are also encouraged to do the same.

**Lunchtime systems**

The SMSAs (School Meals Supervisory Assistant) reward good playtime behaviour with praise and positive comments. They can also award purple stickers and house points for good behaviour.
7. Strategies for correcting behaviour

Class Sanctions
The school operates the “It’s Good to be Green” behaviour management system in each class. Every pupil has their name displayed below a green card showing they have been making the correct choices (in addition EYFS and KS1 operate a silver and gold card system for exceptional behaviour). Should a pupil choose not to follow the school's Golden Rules they will be given a warning and their card will be changed from green to orange.

Should a pupil choose to change their behaviour and make desirable choices following being given a warning they can earn their green card back.

Should the undesirable behaviour continue, the pupil will be given another warning and their card changed from orange to red. The pupil will then be given a consequence.

This might include one of the following (and is at the teacher’s discretion):

- Being moved to another seat/position in the classroom
- 5 Minutes time out within the classroom (e.g. on a thinking chair)
- 5 Minutes time out in another classroom (with year group leader)
- 5 Minutes loss of playtime

Detention Room for KS2
After a consequence has been given, if the undesirable behaviour should continue or a different rule broken, the pupil will be given a detention card, lose their lunch break and spend the time reflecting on their behaviour in the “Detention Room”.

The detention room operates Tuesday to Friday during KS2 lunchtime, run by the Headteacher and other senior leaders. During this time pupils will have the opportunity to speak to a senior member of staff about their behaviour, what caused the undesirable behaviour and how they can change it in the future.

All visits to the “Detention Room” require the pupil to complete a sheet reflecting on their behaviour and the visit is recorded as a behaviour log on SIMS. After three to six visits (depending on the nature of the negative behaviour) in any term parents will be contacted by SLT to inform them that unacceptable behaviour has been recorded. Following six visits to the “Detention Room” the Assistant Head teacher/class teacher will have a meeting with the pupil and parents to discuss how we would like to see the behaviour change. If the behaviour of a pupil continues after these interventions, a further meeting may be booked with the Head Teacher/Deputy Headteacher and may result in a fixed term exclusion (as noted in Appendix 1b).

Where a pupil has visited the “Detention Room” on a number of occasions and the Senior Leaders consider that they would benefit from it, they may be offered sessions with the school’s Pupil and Family Worker to reflect further on their behaviour and how to improve it. They may also be offered support in altering their behaviour such as individual behaviour records, target sheets and reward cards, being put onto daily report, home school agreement of rewards etc.

The school will always endeavour to communicate openly with parents about their pupil’s behaviour in order to jointly address the issues and keep the parents well informed about their pupil’s behaviour at school. The school will always do its utmost to work with parents to address/correct the behaviour displayed but may not contact parents for low level behaviour.

In some serious cases (where behaviour has been particularly disruptive or defiant) or when violent or aggressive behaviour has been displayed the above sanction may be bypassed and the pupil may be sent directly to the Headteacher or other senior leader. Each visit of this nature will be recorded on SIMS and the parents may be contacted.

Individual behaviour book or weekly plan
Some pupils may require individual behaviour targets in addition to the whole school rules. These may be kept in an individual behaviour book/plan where specific targets and rewards are agreed with the particular pupil. This plan may also be a means of keeping records of behaviour incidents and/or communication with home. The parents would always be informed of this action.

**Time out during play and lunch times**
If a pupil displays unacceptable behaviour and needs time away from their peers to calm down, staff may use a time out strategy. At lunch times pupils will be asked to stand to one side and be in view of an SMSA. This will be for a period of no longer than 5 minutes. At playtimes, pupils will miss some, but not all, of their playtime.

For more serious incidents during lunch time pupils can be sent directly to the “Detention Room” where the incident can be dealt with by a senior member of staff. For very serious incidents such as violence, pupils can be sent directly to the Headteacher or other Senior Leaders.

**8. Behaviour Management in the EYFS**
In Nursery, pupils’ behaviour is discussed with the use of green, yellow and red smiley faces in order to indicate its level of acceptability. When behaviour is unacceptable the pupil is asked to sit on the thinking chair for three/four minutes. If the behaviour continues then the pupil’s parents/carers are spoken to. If the unacceptable behaviour continues over a period of time then the pupil may be taken for a time out in Reception and they may be spoken to by the Sendco or Assistant Head Teacher.

In Reception yellow cards are used as a warning of unacceptable behaviour. If this behaviour continues then the pupil receives a red card. Upon receiving a red card the pupil will spend four/five minutes on the thinking chair and their parents/carers are spoken to. Positive behaviour is reinforced with silver and gold cards. If any unacceptable behaviour continues over a period of time then the pupil may be taken for a time out in another Reception class or Nursery and they may be spoken to be the Sendco or Assistant Head Teacher.

**9. Behaviour Management in the ARP**
In Woodlands, we understand that behaviour is often a form of communication and we strive to ensure that all pupils are supported to communicate their needs safely and appropriately. We try to identify what is behind the behaviour and why the child is behaving in a certain way. There is usually a reason and the behaviour is a symptom of something we need to identify.

We have high expectations of our children and use positive behaviour support to enable them to make the right choices. Each pupil is treated as an individual and motivators and frequent positive reinforcement are used to encourage good behaviour.

Where necessary an individual behaviour plan is set up in liaison with the pupil's parent/carer. External professionals also contribute towards strategies for improving behaviour and liaise with parents to support at home.

A calm area may be for older pupils if their behaviour is unkind or disruptive. It is not officially used as a time out but a place where an adult would sit with the child using strategies to help them calm down then discuss the situation with the support of visuals and social stories. The child and member of staff would then decide a better choice that could be made if the situation were to happen again.

**10. Additional support for behaviour**
The majority of pupils who experience behavioural or emotional difficulty in school will have these dealt with in school if this is possible. For those pupils who require additional help advice will be sought from experts or outside agencies. These will be: -

- Pupil and Family Worker (in WAPS)
- Counsellor (in WAPS)
- Education Welfare
- Primary Behaviour Team
- Clinical Psychology service
Social Services

11. Serious or persistent breaches of behaviour expectations

Serious or persistent unacceptable/dangerous behaviour will be monitored and the parents may be called to a meeting with the Headteacher or other Senior Leaders. If serious or persistent unacceptable/dangerous behaviour choices continue following the meeting with parents this may result in a fixed term or even a permanent exclusion (refer to exclusion policy).

If any behaviour is serious, including deliberate assault on staff or pupils, using a weapon, acting dangerously or refusing to respond to the reasonable instructions of staff, the Headteacher may make the decision to exclude the pupil for between 1 to 5 days. In serious cases or when the behaviour is serious or persistently unacceptable over a period of time or where the wellbeing of other pupils is being compromised, the Headteacher may make the decision to permanently exclude (refer to the exclusion policy). If the Headteacher does not feel confident the pupil is safe to return to school after a fixed term exclusion, a permanent exclusion or managed move will be considered.

The following items are not allowed in school

1. Any toys, games or collecting cards
2. Sweets including chewing gum
3. Personal items such as jewellery (please see uniform list in school brochure), game consoles etc.
4. Mobile phones (With the exception of year 5 and 6 pupils travelling home alone and all phones must be handed in at the office at the beginning of the day for safekeeping and collected at the end of the day).
5. Dangerous objects such as knives, glass, sharp metal objects and fireworks.

If any of the above items are brought into school, they will be confiscated and returned to parents. In the case of point 5 the Police may have to be contacted.

12. Exclusion

In the most severe cases of anti-social or violent behaviour, some of the above strategies will be bypassed. In these cases or when there are persistent breaches of the Behaviour Management Policy, a pupil may be excluded from school on a temporary or permanent basis. The school follows the latest advice from the Government when excluding a pupil (Exclusion from maintained schools, Academies and pupil referral units in England, updated 2017). The school also follows Ealing Borough’s detailed ‘Exclusion Procedures: Guidance for schools and governors’.

Internal exclusion

There may be times when it is appropriate for a pupil to be taught in a different class for a short period. The purpose of it is to impress upon the pupil that poor behaviour has consequences. It may act as a deterrent to the pupil in order to prevent external exclusion. Internal exclusion has to be approved by the Head teacher and parents informed. If internal exclusion is used it would usually be for persistent breaches of the behaviour policy although it could be used for one-off offences.

Fixed term exclusion

Fixed term exclusion may be imposed in response to breaches of the Behaviour Management Policy, including persistent disruptive behaviour, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser sanctions such as internal exclusion are not appropriate.

Permanent exclusion

In persistent breaches of the Behaviour Management Policy and following a failure to change a pupil’s behaviour after employing a wide range of other strategies or for a serious breach of the Behaviour Management Policy, permanent exclusion will be considered. Permanent exclusion may also be considered for a first or one-off offence such as:

- Verbal abuse to staff and others
• Verbal abuse to pupils
• Physical abuse to/attack on staff
• Physical abuse to/attack on pupils
• Indecent behaviour
• Sexting
• Abusive/offensive messages via electronic communication (Facebook, Whatsapp, Instagram, Twitter, texts)
• Damage to school or staff property
• Possession and/or misuse of illegal drugs
• Possession and/or misuse of other substances including alcohol, tobacco, legal high
• Theft
• Serious actual or threatened violence against another pupil or a member of staff
• Sexual abuse or assault
• Carrying a weapon which could cause harm to themselves and/or others
• Arson
• Persistent bullying
• Prejudice-based harassment or hatred-based acts
• Coercing others to perform acts that are dangerous to themselves or others
• Imitating a perceived act of terror
• Carrying out a threatening act of terror
• Conducting acts of terror
• Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour.
• Behaviour which poses a significant risk to the pupil’s own or others’ safety.

This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour/incident that might lead to permanent exclusion.

A decision to exclude a pupil permanently will only be taken in response to a serious breach, or serious breaches, of this Behaviour Management Policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

13. Exclusion and SEND students
Pupils with an Educational Health Care (EHC) Plan - a statement of special educational needs - will not be permanently excluded except in the most exceptional circumstances. The school will try every practicable means to maintain SEND placements, including seeking Local Authority (LA) and other professional advice and support. Where this process has been exhausted the school will liaise with the LA to arrange an interim annual review of the EHC Plan and seek advice from the relevant agencies before coming to a decision about a permanent exclusion.

14. Pupils’ conduct outside of the school gates – teachers’ powers
Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘to such extent as is reasonable’. This includes travelling to and from school. Children who are wearing school uniform or in some other way identifiable as a pupil at West Acton fall under the remit of this policy.
Subject to the school’s behaviour policy, a teacher may discipline a pupil for any misbehaviour when the child is found to be or reported to have misbehaved in the above circumstances or when taking part in any school-organised or school-related activity.

15. Searching, screening and confiscation of inappropriate items
(The school will follow the advice in the DfE’s Searching, screening and confiscation, February 2014)

There are two sets of legal provisions, which enable all school staff to confiscate items from pupils:
The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property which they consider to be harmful or detrimental to school discipline. This power protects staff from liability for damage to, or loss of, any confiscated items.
Power to search without consent enables a member of staff to search for “prohibited items” including any item banned by the school which has been identified in this Policy as an item which may be searched for.

The following items are prohibited and may be searched for (this list is not exhaustive and can be altered by giving parents due notice):
- 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
- mobile phones and tablets (mobiles may be left in the school office)

The head teacher authorises all school staff to search with consent of the pupil for any prohibited items. If a pupil refuses consent the Head teacher or Deputy head teacher needs to give specific authorisation for a search to take place.

16. Use of reasonable force with physical restraint

This is a summary of Government advice on the use of reasonable force (July 2013)

Key points
Members of staff can legally use reasonable force to control or restrain pupils in certain circumstances and the use of such reasonable force will provide a defence to any related criminal prosecution or other legal action. Use of reasonable force is a last resort and should only be used if every other behaviour management and non-contact measure has been exhausted. Some non-physical crisis intervention techniques are described in this policy (see page 14).

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

The senior leadership team will back up staff if they have to use reasonable force in given circumstances.

If it is known that a child is at risk of needing physical restraint a risk assessment should have been completed beforehand. If an incident occurs and the child has not already been risk assessed, one should be undertaken immediately.
What is reasonable force?
Reasonable 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.

- **Reasonable** in these circumstances means using no more reasonable force than is needed.

- Staff generally use reasonable force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils in a fight or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.

- **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.

- School staff must 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?

- All members of school staff have a legal right to use reasonable force.

- This right applies to any member of staff at the school but would not apply to volunteers in the school.

Points to consider before using reasonable force

In deciding what a serious incident is, staff should use their professional judgment and also consider the following:

- the pupil’s behaviour and level of risk presented at the time of the incident

- the degree of reasonable force used

- the effect on the pupil or member of staff

- the pupil’s age

- whether the incident is a one off, or if there is a pattern of similar misbehavior by the pupil.

When can reasonable force be used?

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

- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

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

Members of staff 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

- restrain a pupil at risk of harming themselves through physical outburst.
Reasonable adjustments for disabled children and children with special educational needs and disabilities (SEND) should be made.

**Staff cannot** use reasonable force as a punishment – it is always unlawful to use reasonable force as a punishment.

**Unacceptable Restraint Techniques**
Certain restraint techniques present 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 must never be used.

**Staff training**
The Head teacher shall arrange any additional training to enable staff to carry out their responsibilities and should consider the needs of the pupils when doing so. This training should include behaviour management techniques, some non-physical crisis intervention techniques (see page 20) and practice in the use of safe techniques for restraining disruptive pupils.

**Communicating the school’s approach to the use of reasonable force**
The above guidance should be read in the context of this whole Behaviour Policy.

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

**Telling parents when reasonable force has been used**
If the use of reasonable force has been applied to a child then a record will be kept by the Headteacher (see Appendix 1) and the parents/carer will be informed by letter.

**What happens if a pupil complains when reasonable force is used on them?**
- All complaints about the use of reasonable force will be thoroughly, speedily and appropriately investigated, initially by the Head teacher. The school’s Governing body will always be informed.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true.
- Suspension will not be an automatic response if a member of staff is accused of using excessive reasonable force. The allegation will be dealt with under the terms of the Allegations of Abuse against staff policy. The Head teacher must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a member of staff, the Head teacher will ensure that the member of staff has access to a named contact who can provide support. The chair of Governors will be informed if a member of staff has been suspended.
- The Governing body should always consider legal advice before deciding if a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
• The Governing Body as the employer has a duty of care towards staff. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation following a use of reasonable force incident.

**What about other physical contact?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to administer emergency first aid.

**Some non-physical crisis intervention techniques**

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<td>appear calm and relaxed</td>
<td>appear afraid and unsure of yourself; appear bossy, arrogant; assume an “I don’t give a damn about you” attitude</td>
</tr>
<tr>
<td>keep the pitch and volume of your voice down</td>
<td>raise your voice</td>
</tr>
<tr>
<td>feel comfortable with the fact that you are in control (if you control yourself, you control the situation); project a calm assured feeling that you will see the situation through to a peaceful end no matter what happens</td>
<td>appear to expect an attack (or you will have one)</td>
</tr>
<tr>
<td>talk with the pupil</td>
<td>give commands; make demands</td>
</tr>
<tr>
<td>be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing (chest movements) which can telegraph aggressive responses</td>
<td>make threats (especially any that you are not absolutely sure that you can carry through!); maintain continuous eye contact; gesticulate (this may provoke confrontation)</td>
</tr>
<tr>
<td>stay close to the pupil and attend to him/her consider cultural differences</td>
<td>turn your back or leave; invade the pupil’s personal space</td>
</tr>
<tr>
<td>be patient; if a pupil’s agitation increases to the verge of attack:</td>
<td>display emotion; argue; corner the pupil physically or psychologically</td>
</tr>
<tr>
<td>* Acknowledge his/her feelings;</td>
<td>* Always leave the pupil an avenue of escape</td>
</tr>
<tr>
<td>* Continue with a matter of fact attitude;</td>
<td></td>
</tr>
<tr>
<td>where possible, remain seated as long as the pupil does;</td>
<td>get up and move towards the pupil</td>
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<tr>
<td>avoid crowding</td>
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<tr>
<td>stay near him/her, about one arm’s length away;</td>
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</tr>
<tr>
<td>stand to one side</td>
<td>give up</td>
</tr>
<tr>
<td>give the pupil more space if appropriate</td>
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<tr>
<td>seek to relax your muscles and keep them under control.</td>
<td>tense your muscles</td>
</tr>
</tbody>
</table>

17. Other connected policies
- Safeguarding Policy
- Online Safety Policy
- Anti-bullying Policy
- Exclusion Policy
APPENDIX 1a
Log of incidents when physical restraint has been used (to be retained by the Headteacher)
Name of child: 
Class: 

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Member of staff involved</th>
<th>What happened (brief notes e.g. hitting children, running around classroom, ran out of classroom)</th>
<th>Physical restraint used</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### CONSISTENCY WITH EXPECTATIONS FOR BEHAVIOUR USING OUR GOLDEN RULES (Appendix 1b)

<table>
<thead>
<tr>
<th>3 warnings = consequence card</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are gentle</strong>&lt;br&gt;We do not hurt others</td>
<td>a. Moving around school in an unsafe way&lt;br&gt;Warning and repeat movement in a safe manner&lt;br&gt;b. Other low-level disruption e.g. rough play or play fighting&lt;br&gt;c. Accidental physical contact&lt;br&gt;Warning</td>
<td>a. Shouting out&lt;br&gt;b. Talking to peers at the wrong time&lt;br&gt;c. Interrupting an adult&lt;br&gt;d. Distracting others&lt;br&gt;e. Making silly noises&lt;br&gt;f. Not listening&lt;br&gt;Warning</td>
<td>a. Other low-level disruption&lt;br&gt;Warning</td>
<td>a. Out of seat&lt;br&gt;Warning</td>
<td>a. Other low-level disruption,&lt;br&gt;Warning</td>
<td></td>
</tr>
<tr>
<td><strong>We are kind and helpful</strong>&lt;br&gt;We do not hurt anybody’s feelings</td>
<td>As above &amp;:&lt;br&gt;a. Spitting&lt;br&gt;b. Persistent rough play or play fighting&lt;br&gt;c. Deliberate physical contact&lt;br&gt;Incident report made, parents met</td>
<td>As above &amp;:&lt;br&gt;a. Mild name calling eg butthead, stupid, accidental swearing&lt;br&gt;Incident report made, parents met, warning first</td>
<td>As above &amp;:&lt;br&gt;a. Telling a lie or covering the truth&lt;br&gt;Incident report made, parents met</td>
<td>As above &amp;:&lt;br&gt;a. Refusing to do work&lt;br&gt;Warning, time out space to think, opportunity to respond positively. Log incident down&lt;br&gt;b. Leaving class without permission&lt;br&gt;Warning, option to make right choice, Call For Support</td>
<td>As above &amp;:&lt;br&gt;a. Disrespect for others’ belongings&lt;br&gt;Incident report made, parents met&lt;br&gt;b. Throwing objects in the class (not hitting anyone)&lt;br&gt;c. accidental damage to property&lt;br&gt;Incident report made, parents met</td>
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<tr>
<td><strong>We listen</strong>&lt;br&gt;We do not interrupt</td>
<td>As above &amp;:&lt;br&gt;a. Shouting out&lt;br&gt;b. Talking to peers at the wrong time&lt;br&gt;c. Interrupting an adult&lt;br&gt;d. Distracting others&lt;br&gt;e. Making silly noises&lt;br&gt;f. Not listening&lt;br&gt;Warning</td>
<td>As above &amp;:&lt;br&gt;a. Telling a lie or covering the truth&lt;br&gt;Incident report made, parents met</td>
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<td></td>
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<tr>
<td><strong>We are honest</strong>&lt;br&gt;We do not cover up the truth</td>
<td>As above &amp;:&lt;br&gt;a. Shouting out&lt;br&gt;b. Talking to peers at the wrong time&lt;br&gt;c. Interrupting an adult&lt;br&gt;d. Distracting others&lt;br&gt;e. Making silly noises&lt;br&gt;f. Not listening&lt;br&gt;Warning</td>
<td>As above &amp;:&lt;br&gt;a. Telling a lie or covering the truth&lt;br&gt;Incident report made, parents met</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>We work hard</strong>&lt;br&gt;We do not waste our own or others’ time</td>
<td>As above &amp;:&lt;br&gt;a. Shouting out&lt;br&gt;b. Talking to peers at the wrong time&lt;br&gt;c. Interrupting an adult&lt;br&gt;d. Distracting others&lt;br&gt;e. Making silly noises&lt;br&gt;f. Not listening&lt;br&gt;Warning</td>
<td>As above &amp;:&lt;br&gt;a. Telling a lie or covering the truth&lt;br&gt;Incident report made, parents met</td>
<td>As above &amp;:&lt;br&gt;a. Refusing to do work&lt;br&gt;Warning, time out space to think, opportunity to respond positively. Log incident down&lt;br&gt;b. Leaving class without permission&lt;br&gt;Warning, option to make right choice, Call For Support</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>We look after property</strong>&lt;br&gt;We do not waste or damage things</td>
<td>As above &amp;:&lt;br&gt;a. Shouting out&lt;br&gt;b. Talking to peers at the wrong time&lt;br&gt;c. Interrupting an adult&lt;br&gt;d. Distracting others&lt;br&gt;e. Making silly noises&lt;br&gt;f. Not listening&lt;br&gt;Warning</td>
<td>As above &amp;:&lt;br&gt;a. Telling a lie or covering the truth&lt;br&gt;Incident report made, parents met</td>
<td>As above &amp;:&lt;br&gt;a. Refusing to do work&lt;br&gt;Warning, time out space to think, opportunity to respond positively. Log incident down&lt;br&gt;b. Leaving class without permission&lt;br&gt;Warning, option to make right choice, Call For Support</td>
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<td></td>
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</tbody>
</table>

Dealt with by any staff & Sanction

Dealt with by class teacher

Dealt with by Year Group leaders/Head teacher and Senior Leaders

Dealt with by any staff & Sanction
### Dealt with by Head teacher and Senior Leaders

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Serious or persistent Fighting (continued, several hits) Potential or harm to themselves or others</td>
<td>If serious or persistent after meeting parent, <strong>Internal exclusion, letter on file, parents met, playground exclusions, individual behaviour plans or reporting, refer to EP/Primary Behaviour Team/SAFE</strong></td>
</tr>
<tr>
<td>b. Physically hurting others on purpose and/or persistent bullying inc throwing objects with intent</td>
<td>If serious or persistent after meeting parent, <strong>Internal exclusion, letter on file, parents met, playground exclusions, individual behaviour plans or reporting, refer to EP/Primary Behaviour Team/SAFE</strong></td>
</tr>
<tr>
<td>c. Racist/serious verbal abuse at pupils or staff</td>
<td>If persistent after meeting parent, <strong>Internal exclusion, letter on file, parents met, playground exclusions, individual behaviour plans or reporting, refer to EP/Primary Behaviour Team/SAFE</strong></td>
</tr>
</tbody>
</table>

### Dealt with by Head teacher with other Senior Leaders

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Stealing</td>
<td><strong>a. Stealing</strong></td>
</tr>
<tr>
<td>b. Unsafe vandalism</td>
<td><strong>b. Unsafe vandalism</strong></td>
</tr>
<tr>
<td>c. Breaking school property</td>
<td><strong>c. Breaking school property</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Internal exclusion, letter on file, parents met, playground exclusions, individual behaviour plans or reporting, refer to EP/Primary Behaviour Team/SAFE</strong></td>
</tr>
</tbody>
</table>

If any behaviour is severe or if disruptive behaviour is sustained over a period of time, including deliberate serious assault on staff or pupils, using a weapon, acting dangerously or refusing to respond to a member of staff’s reasonable instructions, the Headteacher may make the decision to exclude the pupil for between 1 and 5 days. In extreme cases or when the behaviour is serious or sustained over a period of time and the welfare of pupils and pupils is being compromised, the Headteacher may make the decision to permanently exclude. (refer to the exclusion policy). If the Headteacher does not feel confident the pupil is safe to return to school after a fixed term exclusion, a permanent exclusion or managed move will be considered.

_TAC Meeting, Early Annual Review, Exclusion, Social Services, SAFE, Primary Behaviour team, EP, Counselling_