

DORMANSLAND PRIMARY SCHOOL BEHAVIOUR POLICY

In compliance with the Education and Inspections Act 2006, Part 7: Discipline, Behaviour and Inspections.

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INTRODUCTION

Following the Education and Inspections Act 2006, which came into force on 1st April 2007, all schools are required to have regard for new guidance which the Act provides. Governors have new duties regarding the Behaviour Policy, which are to be regarded as statutory. Dormansland School will be consulting with parents, staff and pupils about the Behaviour Policy and will have regard for new legislation concerning powers to discipline.

1. THE RIGHTS AND RESPONSIBILITIES OF SCHOOLS, PUPILS AND PARENTS IN ENSURING AN ORDERLY CLIMATE FOR LEARNING

The rights and responsibilities of schools, pupils and parents/carers set out reasonable expectations of what each will do to help ensure an orderly and safe climate for learning. Establishing a basic set of expectations or values within a school is fundamental to establishing the principles of the school behaviour policy. Rules, rewards and punishments do not work in a vacuum.

It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law). Effective approaches to discipline are characterised by a healthy balance between the rights and responsibilities of staff and pupils based on mutual respect. However, it should always be clear that head teachers, teachers and other school staff are in charge.

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To enforce their school behaviour policy - including rules and disciplinary measures. • To expect pupils' and parents/carers' cooperation in maintaining an orderly climate of learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate abusive or violent behaviour by pupils or parents/carers. • To be clear about the limits of staff members' disciplinary authority and to engage outside partners, such as children's services and police, as appropriate. 	<ul style="list-style-type: none"> • To support, praise and, as appropriate, reward pupils' good behaviour. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To apply sanctions fairly, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable children - and offer support as appropriate. • To establish and clearly communicate the measures to ensure good order, respect and discipline. • To ensure that staff model good behaviour and never denigrate pupils or colleagues. • To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To ensure pupil safety and well-being, including preventing bullying and dealing effectively with reports and complaints about bullying. • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To use appropriate methods of engaging parents and to support them in meeting their parental responsibilities. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate, to arrange reintegration interviews.

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> To be taught in environments that are safe, conducive to learning and free from disruption. To contribute to discussions on the school behaviour policy. To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment. 	<ul style="list-style-type: none"> To show respect to school staff, fellow pupils, school property and the school environment. To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. To act as positive ambassadors for the school when off school premises. Never to denigrate, harm or bully other pupils or staff. Not to bring inappropriate or unlawful items to school. To cooperate with and abide by any arrangements put in place to support their behaviour such as Behaviour Support Programmes.

PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> To expect their children to be safe, secure and respected in school. To contribute to the development of the school behaviour policy. To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably. To be kept informed about their child's progress, including issues relating to their behaviour. To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response. To appeal against a decision to exclude their child, first to the governing body of the school and then - in cases of permanent exclusion - to an independent appeal panel. 	<ul style="list-style-type: none"> To respect the school's behaviour policy and the disciplinary authority of school staff. To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. To send their child to school punctually every day, suitably clothed, fed and rested. To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. To be prepared to work with the school to support their child's positive behaviour. To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. If their child is excluded from the school, to ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

2. AIMS AND OBJECTIVES OF THE SCHOOL BEHAVIOUR POLICY

Dormansland School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest.

The aim of the policy is to outline for all members of our school community a range of strategies to enable pupils to behave well, and the strategies to use when pupils misbehave.

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are

acknowledged and valued.

- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To ensure that pupils complete any tasks assigned to them in connection with their education.
- To give pupils, staff and parents a shared sense of direction and feeling of common purpose.

The policy will make clear which members of staff have specific responsibility for key areas of sanctions, and for promoting good behaviour on and off site.

At Dormansland School we are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

3. THE ROLE OF GOVERNORS

STATUTORY REQUIREMENTS of the Education and Inspections Act 2006

Responsibility of governing body for discipline

What the Act says:

1. The governing body of a school must ensure the behaviour policy, designed to promote good behaviour and discipline, is followed at the school.

2. The governing body must make and review a written statement of general principles which the head teacher must have regard to in determining any measures taken to promote good behaviour and discipline. The governing body must bring to the head's attention any measures they consider s/he should have regard to, and offer guidance as they consider appropriate. This should reflect current DFCS guidance.

3. Before they make the statement referred to in point 2 above, the governing body must consult:

- *The head teacher*
- *Other people who work at the school (whether paid or unpaid) as considered appropriate by the governors*
- *Parents of registered pupils at the school.*
- *Registered pupils at the school.*
- *Other school partners.*

The governing body will review the principles, and the head will update the resulting behaviour policy every two years.

The Statement of Principles

These principles will support the head to provide a detailed behaviour policy, incorporating rules, rewards, sanctions and behaviour management strategies.

The governing body have formulated a statement of principles to ensure all equalities legislation and other legal requirements are met to underpin the behaviour policy.

STATEMENT OF PRINCIPLES

We believe that every child has the right to learn in a secure and safe environment and that no child has the right to disrupt the learning of others. We aim to ensure fairness for all children and to have a consistent response from all staff in line with this Behaviour Policy. Through our Golden Rules, we promote a good, sound, caring ethos to ensure that learning can take place. Our Golden Rules are:

We are gentle
We are kind and helpful
We work hard
We respect people and property
We listen to people
We are honest

We encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's Behaviour Policy.

The governors will review this statement of principles every two years or sooner. Governors will monitor the effectiveness of the behaviour policy.

NON-STATUTORY REQUIREMENTS of the Education and Inspections Act 2006

Developing the Behaviour Policy

What the Act says:

The head teacher must determine measures to be taken with a view to:

- *promoting, among pupils, self-discipline and proper regard for authority*
- *good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,*
- *securing that the standard of behaviour of pupils is acceptable*
- *ensuring that pupils complete any tasks reasonably assigned to them in connection*
- *with their education, and*
- *otherwise regulating the conduct of pupils.*

The Behaviour Policy must be published and circulated to all pupils, parents and staff at least once a year.

The behaviour policy must include disciplinary measures in the light of principles set by the governing body.

The policy must include measures to promote good behaviour and respect for others, (see above) and how the school will take steps to ensure the standard of behaviour is acceptable. The anti-bullying policy will, ideally, be incorporated into the behaviour policy.

The policy will include measures to regulate behaviour outside school premises when pupils are not in the charge or control of members of staff.

In addition to determining the school rules, the head teacher should establish the different rewards and sanctions staff have to deal with in regard to good and unacceptable behaviour.

The head has the legal responsibility for determining the appropriate disciplinary measures, but another member of the senior staff may have the designated responsibility as 'lead behaviour professional' within the school.

4. COMMUNICATING THE BEHAVIOUR POLICY

The behaviour policy is circulated to all pupils, parents and staff annually. The purpose of this is to share

our common goals of achieving good behaviour in school. In Dormansland Primary School this is achieved as follows:

Pupils: during assemblies at the beginning of each school year and at regular intervals during the school year

Parents: via newsletters and the school website; the policy's key principles are included in the Home - School Agreement.

Staff: during staff meetings and training sessions; newly appointed staff and supply staff will receive a copy of the policy with their induction pack

The school will take reasonable steps to ensure that the policy is made available in alternative formats, such as large print and in minority languages where necessary.

Consultation

In order to be fully effective, behaviour and attendance policies need support from the whole school community, so consultation is essential. The wider duties on consultation introduced under the EIA 2006 are aimed to ensure that all parts of the school community have an opportunity to help shape the behaviour policy. The law requires a governing body to consult the head, parents and carers before making or revising its statement of principles.

It is also good practice to involve pupils in drawing up the policy, through discussion in class in the School Council. The involvement of all pupils, including those with disabilities or Special Educational Needs (SEN), helps to ensure that they understand the overall standards of behaviour which are expected by the school and which they need to meet. All the views collected - whether these are from disabled pupils or not - should be considered by the governing body in the light of the pupil's age and understanding.

Parents and carers have a critical part to play by supporting the policy through reinforcement at home. Steps should be taken to consult parents and carers from all communities widely, for example, through presentations/discussions at parent evenings. Again, particular attention needs to be paid to parents/carers who may be harder to reach, e.g. by ensuring that they have access to information in the home or community language. It is particularly important to gain parents' and carers' support at the time of admission to the school when they may be agreeing to a Home/School Agreement. It is also valuable to show how the views of parents/carers and learners have informed the eventual policy. Schools should consider the most effective way to gather the views of parents.

Governors should consider the results of the consultation exercise at a meeting of the full governing body; the feedback received from staff, pupils and parents should be appropriately recorded.

5. PROMOTING AND REWARDING GOOD BEHAVIOUR

Our school rules are simple and few in number. They are:

We are gentle.
We are kind and helpful.
We work hard.
We respect people and property.
We listen to people.
We are honest.

The rules are framed positively to promote good behaviour and we actively seek out opportunities to praise children who follow them.

The Elton Report noted that a rewards/sanctions ratio of at least 5:1 is an indication of a school with effective rewards and sanctions system. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. All our staff know the importance of praise in promoting good behaviour and use it frequently. A more formal system of rewards is also used to recognise and congratulate pupils when they

set a good example or show improvement in their behaviour.

Rewards we use include, for example:

- Weekly "Superstar" awards in assembly
- "Congratulations" postcards home
- Comments or "smiley faces" in children's work
- Public praise, in front of peers
- Certificates or stickers which recognise positive contributions to the school community; adults can respond to children wearing stickers as an opportunity for extra praise
- Use of a special area, facility or piece of equipment
- Special privileges

To encourage good behaviour:

- We actively try to "catch children being good", especially those whose behaviour may be giving cause for concern.
- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise good behaviour both privately and publicly.
- We praise effort both privately and publicly.
- We ensure that all children receive praise and rewards by keeping records of formal rewards given.

6. POWER TO DISCIPLINE

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

At Dormansland Primary School, all teachers and other staff in charge of pupils have the power to discipline.

The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers. In Dormansland Primary School, the power to discipline pupils is extended only to paid members of staff who are in charge of pupils.

7. DISCIPLINE OF PUPIL MISBEHAVIOUR OUTSIDE SCHOOL

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff. Regulation must be reasonable. Schools should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable.

We expect our pupils to behave well when they are off the school site. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

When deciding what sanctions are necessary, we will apply the following criteria:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or in otherwise close proximity to the school
- Whether the misbehaviour was whilst the pupil was participating in a sports or other event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

8. PUNISHING POOR BEHAVIOUR - USE OF DISCIPLINARY SANCTIONS (other than exclusion)

School staff have a statutory power to impose sanctions; these sanctions must be reasonable and proportionate to the circumstances of the case. The use of sanctions is monitored by age, ethnicity, gender, special educational needs (SEN) and disability.

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from repeating it.

We deal with unacceptable behaviour using a system of assertive discipline which involves the following:

- We ask the child to stop misbehaving.
- Where necessary we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreements or misbehaviour themselves, using a staged intervention programme. (See below)
- We encourage children to take responsibility for their own behaviour.

We always try to ensure that children see any sanction imposed on them as fair. To achieve this, staff will:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right the harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

The table below indicates possible responses and sanctions which are reasonable and proportionate to different types of misbehaviour. **It is important to stress that this table is a guide only; decisions on what sanctions to use will always be moderated by the circumstances of the case, the age and understanding of the pupil and any Special Educational Needs.**

	Example of Behaviour	Possible Responses and Sanctions
S T A G E 1	<ul style="list-style-type: none"> Talking out of turn during class/group discussion time, or when a teacher or other adult is talking Raised voices from a group or individual child Off task behaviour Not immediately responding to an instruction Any attention seeking behaviour 	<ul style="list-style-type: none"> Be positive - search out good behaviour and give praise - be explicit about what you want/what you are praising Name the child Simple direction - use respectful language, accompanied by 'please' and 'thank you' Tactically ignore unwanted behaviour and praise immediately the child begins the correct behaviour Non-verbal tactics - eye contact, the wink, thumbs up or down, shake or nod of head, a smile, the extended hand, the raised eyebrow and the 'look' Using signs in the classroom, e.g. smiley face, noise meter
S T A G E 2	<ul style="list-style-type: none"> Constant repetition of behaviour demonstrated at previous level Ignoring the teacher's instructions on several occasions Taking or hiding property Destroying school or other children's property or work Rudeness to peers or adults - name calling, taunting, swearing, not respecting other people's space Leaving the classroom without permission 	<ul style="list-style-type: none"> Simply restate the rule - don't get involved in a discussion Talk with the child - remember to separate the behaviour from the child: 'I like you, but I don't like it when you...' Give a choice that puts the responsibility back onto the child Reasoning. Ask the child 'What did you do? What will you do to make it better?' Time out in class Write a letter of apology or apologise verbally Complete unfinished work in own time, e.g. playtime Possible temporary withdrawal of a privilege or participation in a special event Carrying out a useful task in the school Confiscation of personal items where these are being used inappropriately
S T A G E 3	<ul style="list-style-type: none"> Serious challenges to authority, including repeated refusal to undertake tasks Deliberately throwing objects with the intention of breaking them or hurting someone Harming someone Harmful or offensive name calling, including racist remarks, or obscene language 	<ul style="list-style-type: none"> Referral to Deputy Headteacher or Headteacher Contact with parents Possible involvement of Behaviour Support Team and drawing up of a Behaviour Plan In the case of racist incidents, the incident will be recorded and reported to the Local Authority Possible exclusion from classroom for a fixed period of time Possible lunchtime exclusion from school for a fixed period of time Confiscation of personal items where these are being used inappropriately
S T A G E 4	<ul style="list-style-type: none"> Fighting and intentional physical harm to other children Serious and persistent challenges to authority Leaving, or attempting to leave school grounds without permission Verbal abuse of any staff Persistent bullying, including racial harassment 	<ul style="list-style-type: none"> Immediate removal of pupil from the scene Immediate involvement of Deputy Headteacher or Headteacher Confiscation of personal items where these are being used inappropriately Immediate contact with parents to discuss incident Involvement of Behaviour Support Team and drawing up of a Behaviour Plan Possible fixed term exclusion Pastoral support programme set up

S T A G E 5	<ul style="list-style-type: none"> • Extremely dangerous or violent behaviour • Very serious challenges to authority • Physical abuse of any staff member 	<ul style="list-style-type: none"> • Immediate removal of pupil from the scene • Immediate involvement of Deputy Headteacher or Headteacher • Confiscation of personal items where these are being used inappropriately • Immediate contact with parents to discuss incident • Involvement of Behaviour Support Team and drawing up of a Behaviour Plan • Fixed term exclusion • For repeated Stage 5 behaviour, permanent exclusion will be considered
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Any misbehaviour at stages 3-5 should always be referred to the Deputy Headteacher or Headteacher, who will consult with the member of staff as to the sanctions to be imposed.

9. DETENTIONS OUTSIDE SCHOOL SESSIONS

School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days. Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction; and
- the school gives parents 24 hours' notice of detentions outside school sessions.

At present, Dormansland Primary School has chosen not to include detention outside school sessions as a sanction it will use.

10. POWER OF MEMBERS OF STAFF TO USE FORCE

Under all circumstances, the use of force will be considered only as a last resort. However, the law states that reasonable force may be used to prevent a pupil doing, or continuing to do, any of the following:

1. Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. Causing personal injury to, or damage to the property of, any person (including the pupil himself/herself)
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is committing, or on the verge of committing, deliberate and serious damage to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school other than at an authorised time. The judgement on whether to use force in this situation would depend on an assessment of the degree of risk to the pupil if he or she is not kept in the classroom or school (age and understanding would be critical factors).

Examples of situations that fall into the third category are where a pupil:

- refuses to obey an order to leave a classroom;
- is behaving in a way that is seriously disrupting a lesson;
- blocks a door to prevent others from leaving;
- is using a mobile phone to disrupt a lesson (an authorised member of staff could forcibly confiscate the phone by removing it from a hand or desk but could not lawfully search the pupil for the phone);
- resists attempts to search him or her for a weapon.

In all these cases use of force would only be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil. This does not authorise corporal punishment (Section 548, EA 1996).

Minimising the need to use force

At Dormansland Primary School we work to create a calm environment that minimises the risk of incidents that might require force. As part of our PSHCE curriculum, we teach our pupils how to manage conflict and strong feelings. Should an incident arise, staff will use all strategies at their disposal to attempt to de-escalate it. A key principle is that force should only be used when the risks of doing so are outweighed by the risks involved in not using force. Risk assessments and positive handling plans will be put in place for individual pupils where necessary.

Staff authorised to use force

All staff authorised by the headteacher to have control or charge of pupils automatically have the statutory power to use force. This covers all teachers, teaching assistants and midday supervisors.

Using force

- Only the minimum force necessary to achieve the desired result should be used.
- A clear oral warning should be given to the pupil that force may have to be used.
- Any form of restraint that is likely to injure a pupil (particularly anything that could restrict breathing) should only be used in extreme emergencies and where there is no viable alternative.
- As far as possible, force should only be used when there is another responsible adult present who can support, observe and call for assistance.

What constitutes reasonable force

There can be no legal definition of what degree of force is reasonable. That will always depend on the precise circumstances of individual cases. But the degree of force used should always be:

- in proportion to the consequences it is intended to prevent; and
- the minimum needed to achieve the desired result.

The types of force used could include:

- standing between pupils;
- blocking a pupil's path;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back;
- pushing;
- pulling; and
- in more extreme circumstances, using restrictive holds (which would require specific expertise or training). Such holds include:
 1. a staff member holding a pupil's arms at his/her sides;
 2. two staff members, one either side of a standing pupil, holding his/her crossed arms;
 3. two staff members holding a pupil's crossed arms in a seated position. (Crossing a pupil's arms can affect breathing. Such holds should only be used for the shortest possible time.)

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of using the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road, or hitting someone with a dangerous object such as a glass bottle or hammer.

Except in the most extreme circumstances, staff should always avoid actions that might reasonably be

expected to cause injury, for example:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict ability to breathe;
- slapping, punching, kicking or tripping up a pupil;
- twisting or forcing limbs against a joint;
- holding or pulling a pupil by the hair or ear;
- applying pressure to the neck, chest, abdomen or groin areas;
- forcing a pupil onto the floor or holding them face down on the floor; and
- using clothing or belts to restrict movement.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Under no circumstances should force be threatened or used as a punishment.

Deciding whether to use force

Force should only be used when

- the potential consequences of not intervening are sufficiently serious to justify considering the use of force;
- the chances of achieving the desired result by other means is low; and
- the risk associated with not using force outweighed those of using force.

Staff will be made aware of and advised how to deal with pupils who present particular risks to themselves or others (as a result of, for example, SEN and/or disabilities). Staff should always try to minimise the highest risks, for example by calling the police if the pupil is suspected of having a weapon and is likely to resist a search.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff.

Special considerations for pupils with special educational needs, disabilities or specific medical conditions

Schools need to ensure that their policy and practice on use of force takes proper account of the particular special educational needs and disabilities that of pupils. When reaching a decision about using force in a particular situation, staff will need to take into account relevant factors related to any special educational needs or disabilities of the particular pupil.

At Dormansland Primary School, we:

- as far as practically possible, make all staff aware of the relevant characteristics of individual pupils, particularly:
 - i. what de-escalation techniques are most likely to work; and
 - ii. what is most likely to trigger a violent reaction.
- designate staff to be called if incidents related to particular pupils occur. This does not necessarily mean waiting for them to arrive before taking action if the need for action is urgent.
- for a pupil at specific physical risk (for example, with a condition that makes them fragile), remind all staff periodically of the responses that must be used.
- teach pupils who are at risk how to communicate in times of crisis and strategies to use in a crisis (such as using a cool-off base).

After an incident, we will involve parents in agreeing an individual pastoral support, behaviour or special educational needs plan that include strategies to deal with a recurrence of behaviour that could lead to the use of force.

Staff training

The school will make a risk assessment and use that to make decisions about staff training. The assessment will identify:

- generic risks, including:
 1. risks of pain, injury or distress to pupils or staff, of damage to relationships between pupils and staff and of complaints and legal challenge;
 2. the risk that force may be used unnecessarily and become routine rather than exceptional;
- the school's strategies for minimising these risks. These would include preventative measures and information and training for staff.

The risk assessment will reflect the characteristics of our school and the frequency and severity of incidents requiring use of force likely to occur in school. Risk assessments relating to individual pupils will be made where necessary; this is essential for pupils whose special educational needs or disabilities are associated with extreme behaviour.

This assessment will inform decisions about training authorised staff in the use of force. These should include whether to commission specialised training and, if so, how many staff should receive it.

Post incident support

Serious incidents that require use of force can be upsetting to all concerned and result in injuries to the pupil or staff. After an incident ends, it is important to ensure that staff and pupils are given first aid treatment for any injuries and emotional support.

Immediate action should be taken to access medical help for any injuries that go beyond basic first aid.

The school should reach decisions about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions.

In the days after an incident we will :

- ensure that the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the pupil having the chance to redress the relationships with staff and pupils affected by the incident. In some cases, an incident might lead to the decision to exclude a pupil. In these circumstances head teachers must have regard to the DfES/DCSF guidance on exclusions.
- help the pupil develop strategies to avoid such crisis points in future and inform relevant staff about these strategies and their roles;
- ensure that staff affected by an incident have continuing support for as long as necessary in respect of:
 - a. physical consequences
 - b. support to deal with any emotional stress or loss of confidence
 - c. analysis and reflection on the incident.

Recording incidents

All incidents requiring the use of force to restrain or control a pupil will be recorded on the incident reporting form (Annex A). All incidents requiring the use of force will be reported to parents immediately.

Dealing with complaints

Any complaint will be dealt with in accordance with the school's published complaints procedure.

11. CONFISCATION, INCLUDING THE RETENTION AND DISPOSAL OF INAPPROPRIATE ITEMS

The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property. To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case as must decisions about retention and disposal of confiscated

property. Generally the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated.

We do use confiscation of inappropriate items as a sanction at Dormansland Primary School. However, proportionality is very relevant, and that in turn depends on the value of the property. If a pupil is playing music loudly on a personal music player, it is likely that total destruction of the device after it has been seized is disproportionate, which would make such a step unlawful. Taking the device and returning it at the end of the school day is much more likely to be a proportionate response. On the other hand, if a paper ball or piece of chewing gum has been confiscated, disposal of the item is likely to be a proportionate response.

Items that could be confiscated include:

- An item which poses a threat to others: for example, a laser pen or scissors
- An item which poses a threat to good order for learning: for example a pupil using a personal music player in class
- An item which is against school uniform rules: for example, a pupil refuses to take off his hat when entering school. However, due regard will be given to items which have religious or cultural significance to the pupil.
- An item which poses a health and safety threat: for example a pupil wearing jewellery in PE could pose a health and safety threat to themselves and other pupils
- An item which is contrary to the ethos of the school: for example racist or violent material.

Generally, confiscated items will be stored securely and returned to the pupil or their parent/carer if the item is especially valuable or potentially dangerous; mobile phones will be returned to the pupil before they begin their journey home. However, items of no value, such as a message on a scrap of paper, will be disposed of.

12. SEARCHING PUPILS

A separate legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. It also deals with the seizure of items found during the course of a search. Associated guidance sets out that schools can also screen pupils without suspicion using electronic means such as wands or arches.

No member of staff, unless authorised by the head teacher, can undertake a search. Two members of staff must always be present at a search, and it is recommended that both should have received appropriate training. The search must be undertaken by a staff member who is the same sex as the pupil and where possible, it should take place out of public view.

The legal power for school staff to search pupils currently only extends to weapons. A pupil might reasonably be asked to turn out his/her pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate. However, if it is felt necessary for a pupil to be searched for (say) illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.

Staff should also note that, while confiscation of a mobile phone is legitimate, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether, for instance, cyberbullying has occurred; but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction.

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session, or school day is adequate time to reinforce the school rule. This also limits the chance of problems with loss of items while in the care of school staff.

13. TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS

The factors below will require consideration in order to take account of individual pupils' needs and circumstances when applying the school's behaviour policy, regarding, in particular: race, religion and culture; and SEN, disability and the circumstances of other vulnerable pupils.

Race, religion and culture

- We will not discriminate against particular racial groups in the application of our behaviour policies.
- We will monitor and assess the impact of our behaviour policy on pupils, staff and parents/carers of different racial groups.
- We will ensure staff members are well informed about cultural differences in behaviour and their implications.
- We will support newly-arrived pupils in understanding and following the behaviour policy.
- We will take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

In connection with dress codes and appearance, schools are required to take appropriate account of the cultural and/or religious needs of particular pupils. In drawing up or reviewing their policies, schools should reach a sensible compromise between the practices of particular minority groups and the need to ensure the health and safety of all pupils, effective teaching and learning, the promotion of a strong, cohesive school identity and harmony between the different groups represented in the school.

SEN, disability and vulnerable pupils

- We will make reasonable adjustments in the application of their behaviour policy to disabled pupils.
- We will make special educational provision for pupils whose behaviour related learning difficulties require it.
- We will identify at-risk pupils in advance and plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- We will ensure that all those in contact with the pupil know what has been agreed.
- We will make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

14. MONITORING AND EVALUATION

The impact of the policy will be audited each year as part of the school's programme of regular monitoring and evaluation. The audit informs the school improvement plan and leads to the identification of targeted training for staff to address any priorities in the policy application.

Annex A USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD

Name(s) of pupil(s) on whom force was used	
Date, time and location of incident	
Names of staff involved (directly)	
Names of staff involved (as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.	
Description of the incident by the staff involved, including any attempts to de-escalate and warnings that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or pupils and any first aid/medical attention required	
Follow up, including post incident support and any disciplinary action against pupils	
When and how parents/carers were informed about the incident and any views they have expressed	
Has any complaint been lodged? (Details should not be recorded here.)	
Report compiled by: Name and role: Signature: Date:	Report countersigned by: Name and role: Signature: Date: