



School Behaviour & Anti-Bullying Procedures

Adopted on:	04.01.2022
Review date:	04.01.2023

See Also:

- ATLP Behaviour Policy**
- ATLP Exclusions Policy**
- ATLP Social Media Policy**

Our Key Principles

Osborne Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we learn about our six core values that make Outstanding Osborne Learners: respect, fairness, self-control, forgiveness, persistence and courage. These guide our thinking and are central to our learning every day. We have three simple school rules to adhere to be: 'Ready, Respectful and Safe.'

Ready: We are READY to listen, READY to learn. We are READY for new challenges. We show each other how we are READY every day.

Respectful: We are RESPECTFUL to everyone we meet in school. We use kind words and welcome everyone. We listen to other's opinions and share ours in a safe way. We RESPECT our school and look after school property.

Safe: We are SAFE and keep each other SAFE. We have kind hands, feet and words. We think about where we are and make smart choices with our actions. We recognise when we feel UNSAFE and speak to an adult.

At Osborne Primary School we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place and everyone feels valued
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure ALL adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure ALL adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'wrong/bad choices'
- Encourage children to recognise that they can and should make 'right/good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the beginning of each day
- Meet their class on the playground or at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Use 'My Concern' or 'Progresso' to report/track concerns regarding children's behaviour
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe' throughout the day

The Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate children and staff whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use 'My Concern' or 'Progresso' to report/track concerns regarding children's behaviour
- Support teachers in managing children with more complex or challenging behaviours
- Identify and address any concerns relating to any pastoral triggers that may have caused the behaviour change

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work with the children to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

Osborne Primary School Principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Pupil Roles and Responsibilities

We believe it is important for pupils to have responsibility and a strong voice in school. Some of our pupil roles are:

- School Council
- Reading Buddies (Reading Volunteers with younger children at playtime)
- Playground Leaders
- ATLP Leadership Council

This is constantly evolving as we seek to add to the leadership roles that our children undertake around school. We believe this is part of a positive approach to behaviour around school.

Simple Approaches

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be READY 2. Be RESPECTFUL 3. Be SAFE	1. Daily meet and greet 2. Continually catching children doing the right thing 3. Using thumbs up regularly through every lesson. 4. Picking up positively on children who are struggling to follow school rules 5. Accompanying children to and from different areas of school, including the school playground 6. Praising in public, reminding in private. 7. Consistent language which builds trust and a feeling of security for children	1. Recognition in Newsletter/ School Twitter 2. Certificates/awards in celebration assemblies 3. Stickers/praise postcards 4. Feedback to parents/carers 5. Verbal praise from all adults 6. Class rewards 7. Sharing learning with another adult 8. Headteacher awards 9. Marvellous me badges

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice</p> <p>Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two/five minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening/I'm glad we had this conversation. Example - 'I notice you are not ready to do your learning. You are breaking our school rule of being ready. You have now chosen to catch up with your learning at playtime. Do you remember that yesterday you started your learning straight away and got it finished? That is what I need to see today. Thank you for listening'</p>
3. TEACHER TIME TO RESET	<p>I noticed you chose to (noticed behaviour) CLASSROOM: You need to...(go to quiet area/go to sit with another class/go to another table) PLAYGROUND: You need to...(stand by a staff member/sit at the picnic bench etc) I will speak to you in two/five minutes. Example - 'I notice you have chosen to use rude words. You are breaking our school rule of being respectful. You have now chosen to sit at the bench. I will come and speak to you in two/five minutes. Thank you for listening'</p> <p>Follow up – Classroom Reflect & Repair Note: Reflect and repair for should be done with the class teacher or TA for lower-level behaviour e.g. a child being chatty in class or where children have then turned their behaviour around.</p>
4. LUNCHTIME TIME TO RESET	<p>Follow up – Lunchtime Reflect & Repair Where behaviour has been more challenging e.g. being aggressive towards others or where this is a reoccurring behaviour, children should attend reflect and repair with a senior leader at lunchtime where they will complete a reflection sheet. This should be recorded on 'Progresso' before the Reflect and Repair session has taken place so senior leaders know who to expect.</p> <p>Reflect and repair prompts: 1. What happened? (neutral, dispassionate language) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected and what should we do to put things right?</p>
5. SUPPORTED RESET	<p>If a child's behaviour continues to escalate and they are at risk of posing harm to themselves or others, the class teacher or TA will alert the another member of staff via the helping hand system.</p> <p>This step follows the same route as step 3, however this is completed with a member of the pastoral or Senior Leadership Team, usually outside of the classroom. This will include:</p> <ul style="list-style-type: none"> • Appropriate 'time out' at the member of the SLT's discretion. • Conversation with parent/carer. • Add to child's my concern record <p>These children will attend reflect and repair with a senior leader in the library where they will complete a reflection sheet. This should be recorded on 'Progresso'.</p>

NOTE:
 If a child attends Reflect and Repair: -
 3 times within half a term the behaviour lead will alert parents/carers via a 'Marvellous Me' message.
 5 times within half a term the behaviour lead will alert parents/carers via a telephone call home.
 10 times within half a term the behaviour lead will invite parents in to meet with them and the child, to draw up a support plan

REMEMBER:
 * DO NOT describe the child's behaviour to another adult in front of the child
 * It is NOT the severity of the sanction, it is the certainty that the follow up will take place that is important

TAST

When incidents do occur within the school setting either in the playground or in the classroom, we encourage children to independently solve the problem before coming to an adult. This builds their confidence and resilience in dealing with their peers in a positive manner. In school we ask children to follow these steps

Do we need to say that this is a powerful team because the School Council lead it's development, hence showing the value of pupil's leadership in school.

1. Tell them to STOP and say you don't like it.
2. Ask if it was an accident.
3. Say Sorry and solve the issue.
4. Tell an adult if the problem continues.

Rewards

At Osborne Primary School we work on the basis of 'catching pupils being good' and praising good behaviour. In order to give regular praise, all staff have 'Marvellous Me' open in the classroom during learning time and a 'thumbs up' is awarded for children who deserve quick praise. In addition to this, teachers award badges and activities on 'Marvellous Me' at least on a weekly basis for every child, this will be monitored by the behaviour lead.

Senior leaders and the pastoral team award special stickers or certificates to children who have been sent for positive reasons. Teachers are also able to give out their own stickers and praise cards to children.

Each week, there is a whole school achievement assembly where children's achievements are celebrated. Attendance awards are also given out termly to pupils with 100% attendance.

Sanctions

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Osborne Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Low level incidents are logged on 'Progresso'. Serious incidents will be logged on 'My Concern'.

Children's offensive language

When incidents involving any racist, homophobic or provocative statements or regarding religion occur, they are recorded on My Concern, actions are undertaken and reported to ATLP Trust Board via termly safeguarding audits, Local Authority in the annual Safeguarding Audit (Section 175 document) and via a referral to CASS or Early Help Panel if appropriate. Sanctions for breaches of online safety are recorded in the Online Safety Policy.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or specific needs. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'De-escalation Plans' which are drawn up in conjunction with teachers, other agencies (where appropriate) and parent/carers.

When dealing with an episode of extreme behaviour, a child may need to be physically restrained, using Positive handling strategies if they or another person are unsafe or at risk of being harmed. This will only be used as last resort and by trained staff only. (See Appendix A)

Currently trained staff are:

Mrs T Bonner	Mr J Heathershaw
Mrs E Brown	Miss C Harris
Mr M Cornbill	Mrs L McCullough
Mrs E Cox	Miss S Prigg
Mr R Faris	Ms S Webb
Ms N Gredden	Ms S Whiteshaw

The school will record all incidents involving positive handling in a numbered bound book which meets required criteria.

Hand Signals

As part of communicating with other members of staff during incidents of challenging behaviour, the school has a helping hand system in place. These are to be visible at the front of the classroom for when help is needed.

Children will be asked to take them to another class or member of staff who can support with the incident or if Senior Leader support is needed then they can request for this help.

Exclusions

See ATLP Exclusions Policy (https://atlp.org.uk/files/2020/07/201912111322390.Exclusion_Policy202019.pdf)

Exclusions may occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day internal seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

On return to the school after a fixed-term exclusion, both parents and the child involved will be invited in for a re-integration meeting to discuss the exclusion, the reasons for the exclusion, expected behaviours and approved strategies

to be adapted in future, and offer any additional support, if needed. The proforma outlined in Appendix 1 will be used for this meeting.

Physical Attacks on Adults

At Osborne Primary School, we take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy (Appendix A)* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child for a prolonged period.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom in school to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity travelling to or from school
- behaviour of pupils or their family members that is criminal and/or raises safeguarding concerns
- wearing school uniform which in some way makes them identifiable as a pupil from our school
- poses a threat to another pupil or member of the public which could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site. The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could 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 was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application of Behaviour Policy

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Anti-Bullying Policy

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community.

Aims

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, REPEATED over time, that INTENTIONALLY hurts another individual or group either physically or emotionally. In other words, bullying at Osborne Primary School is considered to be, "unacceptable behaviour which occurs '**lots of times, on purpose**'."

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, biting, hitting, punching or any use of violence

Social: Purposefully excluding someone, spreading rumours about them or purposefully isolating them.

Racial: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focussing on the issue of sexuality

Direct or indirect Verbal name-calling, sarcasm, spreading rumours, teasing

Cyber bullying: All areas of internet, such as email and internet chat, Twitter and Facebook misuse.

Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, iPad and games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an **IMBALANCE OF POWER** of one person or persons over another.

This can be achieved by:

- The size of the individual (although larger size does not mean a person cannot be bullied or bullies)
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be

aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms for Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
 - begs to be driven to school
 - changes their usual routine
 - is unwilling to go to school (school phobic)
 - begins to truant
 - becomes withdrawn, anxious, or lacking in confidence
 - starts stammering
 - attempts or threatens suicide or runs away
 - cries themselves to sleep at night or has nightmares
 - feels ill in the morning
 - begins to do make less effort with schoolwork than previously
 - comes home with clothes torn or books damaged
 - has possessions which are damaged or " go missing"
 - asks for money or starts stealing money
 - has dinner or other monies continually "lost"
 - has unexplained cuts or bruises
 - comes home hungry (money / lunch has been stolen)
 - becomes aggressive, disruptive or unreasonable
 - is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
 - gives improbable excuses for any of the above
 - is afraid to use the internet or mobile phone
 - is nervous and jumpy when a cyber-message is received
 - lack of eye contact
 - becoming short tempered
 - change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes

All incidences of bullying will be investigated in accordance with the above stated behaviour pathways. The first step is always to ascertain if it is a 'one-off' incident or is repeated and intentional bullying.

Parents of the alleged perpetrator may also be questioned about the incident or about any concerns that they may be having. The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other outcomes may take place:

- A parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes
- Wherever possible, the pupils will be reconciled.
- In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g. police, family support or counsellor.

- In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.
- During and after the incident(s) have been investigated and dealt with, each case will be recorded inline with the behaviour policy with regards to logging and tracking incidents.
- Serious cases of bullying and racism are required to be declared and discussed at termly Governors meetings.

Prevention and Support

At Osborne Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying through assemblies, PSHE lessons, within the Curriculum, work with the Community Police, Anti-bullying week and continued focus, E-Safety Day, SRE Programme and Protective Behaviours.

Good and kind/polite behaviour is regularly acknowledged and rewarded through our behaviour policy systems.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff to follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or an adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Ring Childline and follow the advice given
- Visit the school website or pupil notice board outside the Learning Mentor Base for ideas of what to do next

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher, pastoral leader or member of the leadership team
2. In cases of serious bullying, the incidents will be recorded by staff and the Head Teacher notified.
3. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Please do not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve. Parents should come back to see the Head Teacher if they feel that the bullying is continuing or has not been resolved.

Appendix A - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

- ❑ Prevent a pupil from being disruptive or remove disruptive pupils if they have refused to follow an instruction to leave
- ❑ Prevent a pupil leaving the classroom where this would risk their safety or disrupt others from attacking someone
- ❑ Restrain a pupil at risk of harming someone through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

Appendix 1 – Re-integration Proforma for meeting when a child returns to school from an exclusion.

Date of Meeting:

Present:

Pupil Details			
Pupil Name:		Class:	
Highlight all that apply:	None	Pupil Premium	LAC SEND CP/CIN
Exclusion Details			
Reason for exclusion:			
Date of exclusion:	Date of return to school:	Total number of sessions excluded:	Total number of days excluded
Review of current attendance			
Attendance this term Number of sessions absent: Attendance (%):		Attendance this year Number of sessions absent: Attendance (%):	
NB: 2 sessions is equal to 1 day			
What has been discussed? What strategies will be put in place to support the child?			
Targets for Behaviour and Learning			
Pupil:			
1)			
2)			
3)			

How will this be monitored?

Signatures

Pupil:

Signed _____

Date: _____

Parent/Guardian:

Signed _____

Date: _____

Senior Leader:

Signed _____

Date: _____

