

Donnington Wood Infant School & Nursery



Behaviour Policy

Date of Policy Creation	May 2019	Named Responsibility	Headteacher – Mrs C Boddy
Date of review completion	September 2023	Named Responsibility	Resources Committee
Inception of new Policy	October 2023	Named Responsibility	Mrs C Boddy
Date of Policy Adoption by Governing Body	9 th October 2023	Review due	September 2024

All staff and the wider school community will be given a copy of this policy. Copies are available from the office or via the website for parents and members of the wider community

COMMITMENT TO REVIEW

This policy will be flexible to change and will be reviewed on an on-going basis to reflect where there are any changes in Government Legislation or any changes in the duty of statutory agencies. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on yearly basis by a named person responsible, who shall be accountable for that action.

learning, caring, preparing

At Donnington Wood Infant School and Nursery our core values of ‘learning, caring, preparing’ drive teaching and learning for all children. We are passionate about being inclusive and working with the whole school community to equip children with knowledge and skills to

- be successful in their learning
- aspire and achieve in their futures
- show respect and compassion for those around them
- demonstrate the ability to make a positive contribution to society

Our aim is for every child to recognise that they have personal responsibility for how they choose to behave. We recognise that children need varying levels of support and guidance to learn about and achieve good behaviour. Although expectations are the same for all children, the strategies used to teach and ensure good behaviour need to be flexible to enable the needs of individual children to be met. As children mature and develop we encourage them to become increasingly independent in managing their own behaviour.

Staff work together to ensure that both expectations for behaviour and approaches to behaviour management are consistent. We believe that the quality of relationships between staff and children are important. Staff make time to talk and listen to children and aim to be consistent in relationships so that children feel equally valued. All behaviour problems of a significant nature are discussed with parents in a partnership approach to help resolve them. No form of bullying is acceptable at our nursery or school. All children, staff and visitors have the right to work and play without fear of verbal or physical aggression or threat from others.

<p>Rights of Pupils</p> <ul style="list-style-type: none"> ❖ To be able to learn to the best of their ability ❖ To be treated fairly, with consideration and respect ❖ To be listened to by everyone in school ❖ To know what is expected ❖ To feel safe <p>Rights of Staff</p> <ul style="list-style-type: none"> ❖ To be treated with respect, by pupils, parents, colleagues and visitors ❖ To be able to teach without unnecessary interruption <p>Rights of Parents</p> <ul style="list-style-type: none"> ❖ To be sure their children are treated fairly and with respect ❖ To know that their children are safe ❖ To be able to raise concerns with staff and to be told when there are difficulties <p>Rights of Governors</p> <ul style="list-style-type: none"> ❖ To be kept informed of all developments concerning the behaviour policy 	<p>Responsibilities of Pupils</p> <ul style="list-style-type: none"> ❖ To do their best at all times ❖ To work and play in a kind, friendly and respectful way. ❖ To behave sensibly and appropriately in and around school so as not to disturb others or prevent them from learning. ❖ To respond positively to guidance, instructions and requests from all adults. ❖ To sort out difficulties with others, asking for help if needed ❖ To treat the school building, grounds and all property with respect. <p>Responsibilities of Staff</p> <ul style="list-style-type: none"> ❖ To treat others with consideration, consistency and respect ❖ To create a safe and stimulating environment in which the pupils can learn ❖ To communicate regularly with parents <p>Responsibilities of Parents</p> <ul style="list-style-type: none"> ❖ To talk to our children about the things they learn and do in school ❖ To raise any concerns with staff as soon as possible ❖ To treat other people’s children, other parents, school staff and visitors with respect <p>Responsibilities of Governors</p> <ul style="list-style-type: none"> ❖ To report back and discuss behaviour as observed when visiting or reported by staff
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Equal Opportunities

Every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. We recognise and embrace differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

Promoting Good Behaviour

We aim to create a positive, supportive atmosphere to encourage high standards of work and behaviour.

- Self-esteem is raised through encouragement, praise and aspects of the curriculum
- Good behaviour is commended verbally, in class and around school
- Good behaviour and work is rewarded in class by the use of strategies such as positive comments, 'pebbles' in the class jar (leading to a whole class treat), stickers, thumbs up and being given special responsibilities.
- Staff model behaviour expectations
- Examples of good practice are identified and used as models for others.
- Children visit other classes to show good work.
- 'Golden Book' assembly takes place every Monday as a celebration of children's achievement during the past week. Children are nominated by staff, are given a special certificate, and their names are published in the weekly newsletter.
- Targets for whole classes or individuals are used to promote acceptable behaviour.

Self-regulation and expectations are promoted and taught through Jigsaw (PSHE including RHE), Assemblies and other incidental learning opportunities.

Responses to Unacceptable Behaviour

When children behave in ways that are unacceptable, nursery and school staff use a range of strategies and approaches. This will vary dependent on the developmental age and understanding of the child and the nature of the incident. The emphasis is on clearly identifying the unacceptable behaviour and helping the child to achieve good behaviour. Children will be prompted to apologise when their behaviour has impacted on another child or adult.

Some unacceptable behaviour will be dealt with by nursery or school staff through the use of minimal interactions aimed at refocusing the child back on task. These could include: -

- Diversions
- Rule reminders
- Positive directions
- Use of positioning in the classroom

If the above are not effective or the unacceptable behaviour is more serious, a more direct approach is needed. All staff follow a stepped approach to reinforcing boundaries, dealing with incidents and ensuring an opportunity to repair and rebuild. Lanyard cards are provided for all staff to support consistency.

Stepped Boundaries

<p>Praise in Public (PIP) – We reward good behaviour choices with emotion & energy</p> <p>Remind in Private (RIP) – We do not ‘Name, Shame and Fame’</p>	<ul style="list-style-type: none"> • Gentle approach • Use child’s name • Match child’s eye level • Make eye contact (if appropriate) • Non-threatening body language • Firm but kind tone • Focus on de-escalation and distraction
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1. Reminder	
<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to (correct behaviour)</p> <p>You now have the chance to make a better choice. Thank you for listening.</p> <p><i>Example - ‘I notice that you’re running in the corridor. You are breaking our school rule of ‘calm corridors’ where we have to walk. Please walk. Thank you for listening.’</i></p>	
2. Warning	
<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>If you choose to break the rules again you, then you will have to go back and walk/ have some reflection time (timer for 2 mins / 5 mins depending on age)/ hold a grown-ups hand during playtime/</p> <p>Do you remember when (Model of previous good behaviour)?</p> <p>That is the behaviour I would like from you. Think carefully. I know that you can make good choices. Thank you for listening</p> <p><i>Example - ‘I have noticed you are running in the corridor again (Child’s name). If you chose to break the rules again you will have to have 2 minutes reflection time and miss some break time. Do you remember this morning when you did your beautiful slow walking? That is what I need to see today. Thank you for listening.</i></p>	
3a. Consequences for poor behaviour in class	3b. Consequences for poor behaviour at break time
<p>Reflection Time-</p> <ul style="list-style-type: none"> • Child to sit in an agreed space away from other children (within the classroom) • Use either a sand timer or digital countdown • 2 minutes for EYFS or 5 minutes for KS1 • Child is to sit, reflect upon better choices and not talk (neutral atmosphere) • If child moves from the agreed place before reflection has finished, then timer is to be paused and adult is to say “I have asked you to sit on the square and to stay still, the timer is on pause until you make the right choice.” until child has complied with request <p>After time has finished move on to the restorative script</p>	<p>Reflection Time-</p> <ul style="list-style-type: none"> • Child to stand by an adult (2 mins EYFS / 5 mins KS1) • Child is to reflect upon better choices and not talk (neutral atmosphere) • If other children enquire why the individual is by an adult, simply redirect and do not ‘shame or fame’ the child <p>After time has finished, move on to the restorative script.</p>
	3c. Follow up behaviour needed after break time
	<p>If there has been a complex incident at break time, where staff on duty cannot follow up an incident due to time restraints and it cannot be dealt with there and then, the children involved are brought to Rainbow Room staff who will explore the situation.</p>

4. Repair & rebuild conversation script

What happened?

How did this make people feel?

What do you think you need to do to make things right?

Thank you for listening, I know you can make better choices in the future.

Adult/s must then move on from the incident and continue their focus on positive behaviours from all children and especially the child who had previously made a poor behaviour choice. The sooner this child is 'caught being good' the more effective the restoration will be.

5. Extreme and persistent behaviours

Consequences must be given and carried by the adult whom is in charge i.e. usually a Class teacher/TA/Lunch time supervisor who is there at the time.

Otherwise, if a child is passed on it can give a message of "They can't cope with me/They have given up on me". It also undermines the authority of the adult who is charge of the situation.

However, there will be times when extreme or repeat behaviours need to be dealt with by others in school. We then use the Behaviour Pathway chart:



Reminder

Warning

Age appropriate Reflection time (EYFS 2 mins / KS1 5 mins) in class

Reparative conversation

Should you feel using your professional judgement, a member of Rainbow Room or SLT needs to be involved in the reparative conversation then follow the guidelines below:

- Adult to take child to Rainbow Room Responsive staff *
- Adult to take child to Duty SLT
- Adult to take child to HT
- Parents phoned
- Parents called to School
- Time in school away from peers (learning or break time)
- Exclusion (temporary or permanent)



***Start here in case of :**

- physical assault on any member of the school community
- deliberately spitting at another person
- throwing objects with the intention to harm or hurt someone
- purposeful swearing or purposeful bad language

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. 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. The school will record all extreme or persistent behaviour incidents on CPOMS.

Child-on-child & Sexualised Behaviours will be dealt with following the procedures set out in the Child-on-child policy.

Stepped Boundaries

Reminder (as private as possible)



Warning (I've asked you to...if not...)



Consequence



Repair & rebuild Conversation

Complex incidents followed up by
Rainbow Room

Repetitive or extreme incidents to
Rainbow Room staff or SLT



learning

we try our best to learn and help others learn

caring

we care for everyone and keep them safe

preparing

we will grow up to be amazing

Donnington Wood Infant School & Nursery

Behaviour

As **adults**, we will be:

- ♦ **calm & in control** of our own emotions
- ♦ relentlessly positive & **consistent**
- ♦ welcoming & **caring** towards everyone

Reminder

I noticed you chose to (*noticed behaviour*)

This is a **REMINDER** that we need to (*correct behaviour*)

You now have the chance to make a better choice

Thank you for listening

Routines

Consistent daily routines

- Teach
- Remind
- Repeat (like a broken record)

Warning

I noticed you chose to (*noticed behaviour*)

This is the second time I have spoken to you.

If you choose to break the rules again then there will be a consequence.

Do you remember when ... (*previous good behaviour*)?

That is the behaviour I would like from you. Think carefully. I know that you can make good choices

Thank you for listening

Rewards

Sincere, specific, age appropriate and proportional praise

Pebble in jar / Postcard home / Stickers / Golden Book

We praise in public, we remind in private

Consequence

2 or 5 mins reflection time in agreed space (inside) or next to an adult (outside)

Followed by repair and rebuild conversation

Repair & Rebuild

What happened?

How did this make people feel?

What do you think you need to do to make things right?

Thank you for listening, I know you can make better choices in the future.

Additional Courses of Action

It may be that, as well as following the above steps, one of the following courses of action will be taken:

- Discussion with a child's parents to keep them informally apprised of their child's behaviour difficulties (e.g. via the telephone or at a meeting)
- A school based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management
- Consultation between staff, including the Headteacher, SENCo and Pupil & Family Support Manager to look at interventions, including
 - Early Help assessment
 - Advice from, or referral to BEAM, BeeU, Behaviour Support Team, Mental Health Support Worker or other external agencies eg Family Connect
 - Application by the school following the locally agreed protocol to the Fair Access Panel (FAP) for –
 - Inclusion mentor support in school
 - Short term placement at the Linden Centre (pupil assessment centre)
 - Managed move (following Telford & Wrekin protocol)
 - consideration of applying for an Educational Health Care Plan.
 - Modified timetable (following Telford & Wrekin protocol)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Exclusion

Exclusion may be considered in cases where persistent unacceptable behaviour leads to serious problems or a significant single incident puts the safety of staff and pupils at risk. Children may be excluded for part of a day e.g. dinnertime or one or more day. The school follows the Local Authority and Department for Education guidelines on behaviour management and exclusions.

Modified timetable

A modified timetable may be considered as a short term measure in agreement with parents. The school follows the Local Authority modified timetables protocol. The aim will always be to return to a full timetable as soon as possible.

Working with parents & carers

When unacceptable behaviour is persistent or a more serious incident occurs, staff will discuss this with parents. Parents have an important part to play in securing the appropriate behaviour of their child at nursery or school. Close working relationships between nursery and school staff and parents are essential in providing effective solutions to difficult problems. Home/school agreements help set out the respective roles of parents, pupils and the school. Parents are kept regularly informed of their child's behaviour and if needed a home/school book linked to set behaviour targets will be sent home.

Through the school's practice of welcoming parents of its registered pupils into the school and parents natural right to need to visit the school from time to time to deal with matters related to their children's education; parents acquire, what is seen in law as, a limited 'licence' to enter the school premises. The law also recognises that in appropriate, hopefully extremely rare circumstances of either very serious or persistent cases of unacceptable behaviour, this 'licence' may be revoked by the Headteacher.

Record keeping

Minor, infrequent incidents will usually not be recorded. More serious, or regular incidents may be recorded in the following ways –

- CPOMS
- Home-school book (if previously agreed with parents)
- Individual notebook or record sheet in the classroom

Applications for support (FAP or other agencies), modified timetables, exclusions will be recorded following the appropriate protocol.

Links with SEND

It should be recognised that repeated misbehaviour can;

- Constitute a Special Educational Need in itself
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out-of-school circumstances e.g. bereavement, family turmoil.

If there are significant behavioural problems a behaviour target plan may be devised with advice from any other agencies working with the child and family. Parents will be informed and the target plan discussed with the child. The appropriate member of staff will monitor progress and a review date will be set.

Links with Other Agencies

Many children respond well to behaviour management strategies. Support is available in nursery and school through our Pupil and Family Support Manager and Worker. If the unacceptable behaviour continues then the school has links with other agencies in order to plan effectively to support children when their behaviour is a cause for concern. Clear referral procedures exist to enable the school to access specialist advice. If parents are concerned about behaviour at home then support can be sought through Family Connect.

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Leaving the classroom or school grounds

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support (red card). It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers in Donnington of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Screening and searching pupils

The Headteacher, Deputy Headteacher and one senior member of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

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

The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:

- a. you must be the same sex as the pupil being searched; and
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and Senior member of Staff are authorised to use these powers.

Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.
2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

‘Possessions’ means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

Reasonable force may be used by the person conducting the search (see appendix 4).

After the search

The power to seize and confiscate items – general

What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a ‘without consent’ search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

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

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>



Donnington Wood Infant School & Nursery

Search and confiscation Record

Name of child:

(Male/Female)

Class:

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

1.

2.

Items found

Other agencies involved – please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Report compiled by:

Name and role:

Signature:

Date:

Report countersigned by:

Name and role:

Signature:

Date:

The use of reasonable force

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded (see below).

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

use force as a punishment – **it is always unlawful to use force as a punishment.**

Using force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

Staff are involved in regular discussions about behaviour management and developments in school policy or procedure.

- De-escalation training has been provided for 15 staff (October 2018)
- There are currently no staff with MAPA restraint training

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

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

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 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 – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools 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 teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- 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:
 - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - b. When comforting a distressed pupil;
 - c. When a pupil is being congratulated or praised;
 - d. To demonstrate how to use a musical instrument;
 - e. To demonstrate exercises or techniques during PE lessons or sports coaching
 - f. To give first aid.



Donnington Wood Infant School & Nursery

Use of reasonable force record

Name of child:

(Male/Female)

Class:

Date and time of incident:

Reason for the use of reasonable force and description of force used.

Location of incident

Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.

Names of staff using reasonable force

1.

2.

Names of staff involved (witnesses)

Details of other children involved (directly or as witnesses), including whether any of the children involved were vulnerable for SEN, disability, medical or social reasons.

Any injury suffered by staff or pupils and any first aid and/or medical attention required.

Parents contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Other agencies involved – please list with name and title

Any further intervention or agency involvement required

Report compiled by:

Role:

Signature:

Date:

Report countersigned by:

Role:

Signature:

Date: