



**Behaviour Policy**  
**(incorporates Anti –Bullying Policy and Exclusions Policy**  
**and Written Statement of Behaviour )**  
**Moorfield Primary School**

**Date of Policy**  
**Date of Review**

**February 2021**  
**14<sup>th</sup> November 2023 (statutory change )**



## **Behaviour Policy** **(incorporates Anti-Bullying policy)**

### **Introduction**

Our Behaviour Policy and Anti- Bullying policy has been approved by the staff, parents, children and Governors of Moorfield Primary School. It aims to ensure that all of the children at our school are provided with high quality learning experiences that lead to a consistently high level of achievement.

### **N.B. The term 'staff' denotes all people working within the school environment.**

In order for children to thrive and to make the most of their time with us, we believe that our school must provide a secure and disciplined environment. We take pride and pleasure in the happy, friendly atmosphere within our school community, and we encourage our children to regard their school as a very large family. Trust, co-operation and affection are important in relationships at all levels, and we aim to let everyone know that they are important and are cared for.

We find that positive discipline which emphasises achievement and which is based on approval, praise and reward is the most effective way of motivating our children. Every week we hold a special Awards Assembly in which good work, behaviour and achievement, both in and out of school, is recognised. Children receive a variety of certificates and stickers, and lunchtime supervisors liaise closely with staff to support the children's behaviour at lunchtime.

Rules are few but our expectations are high. We aim to instill a sense of self-discipline and responsibility which will be reflected in the children's behaviour. Honesty, courtesy, consideration and respect for other people and their property are stressed frequently.

In general, our children respond extremely well but in any large community there will always be occasional problems. We act quickly and firmly when there is unacceptable behaviour. Bad language or actions which hurt or could hurt others are not tolerated. Parents are informed and involved if bad behaviour is persistent, with co-operation and understanding between home and school being vitally important. Happily, bullying is rare. We emphasise to the children that if they, or someone they know, is being bullied physically, verbally or emotionally they must immediately tell an adult or someone else they trust. Our school has well-defined, written policies on bullying and behaviour.

### **Aims and Expectations**

It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support

the way in which all members of our school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports our school community in aiming to allow everyone to work together in an effective and considerate way.

Our school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our school community.

Our school rewards good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Rewards and Sanctions**

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children and highlight good choices.
- We distribute house points to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school. Each term, the winning house is rewarded with an additional mufti day.
- Each week we nominate a child from each class to be 'Star of the Week'. Children are nominated for a wide range of reasons.
- Each 'Star of the Week' receives a certificate, sticker, pencil and trophy during our weekly celebration assembly. Photographs of these children are also placed on our school blog.
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Stickers are given to children on a regular basis for a wide range of reasons.
- When particular progress or achievement has been made, children are regularly seen by the Headteacher to emphasise how proud we are of them.
- Staff often write informal notes in the children's diaries, send postcards home or make verbal contact with parents to inform them of a child's achievements.

Our school acknowledges all the efforts and achievements of children, both in and out of school, and they are encouraged to share their awards and certificates during whole school and class assembly time.

Our school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident, and sanctions are put in place as a result of this behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Unacceptable behaviour during both playtime and lunchtime is dealt with in the same manner as above.
- If a child's behaviour has proved to be consistently challenging during school time, they may be excluded from extra-curricular activities and/or school visits.
- If the unacceptable behaviour persists, parents will be informed preferably in person. This will usually be by the class teacher or a member of the SLT.
- In extreme cases, children will be excluded from school for a fixed period of time.

Unacceptable behaviour during both playtime and lunchtime is dealt with in the same manner as above.

- If a child's behaviour has proved to be consistently challenging during school time, they may be excluded from extra-curricular activities and/or school visits.
- The child is spoken to by a member of staff and may be sent for some "time out" away from their peers.
- If this sanction does not modify behaviour, the child will be sent to the Headteacher or a senior member of staff.
- If the unacceptable behaviour persists, parents will be informed, preferably in person.
- In extreme cases, children will be excluded from school for a fixed period of time.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and may be displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. Bullying involves premeditated dominance of one pupil by another or a group of others and usually forms a pattern of behaviour.

Bullying is therefore:

- 1) Repeated over a period of time.
- 2) Deliberately hurtful.
- 3) Difficult for victims to defend themselves against.

A useful way to remember this is S.T.O.P (Several Times on Purpose)

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

**All** staff should be aware that safeguarding issues can manifest themselves by child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

**All** staff should be clear as to the school or college's policy and procedures with regards to child on child abuse.

### **The Role and Responsibility of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress and attainment of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### Best Practice Principles

- Where possible avoid addressing poor behaviour publicly.
- Avoid using rhetorical questions to address poor behaviour. For example, “Why were you running?”, “Who said you could speak”. Instead using simple instructions “Walking please” or “I’ve noticed”, may be more effective ways of speaking to children.
- Take the emotion out of dealing with children.
- Aim to always be calm and consistent.
- Foster good relationships with parents by speaking to them at the door and sending notes home.
- If you send a child to another member of staff, try to ensure that you and the other member of staff speak to them together. This helps to present a united front and ensures a consistent message.
- Focus on the vast majority of children who behave consistently well.

#### The Role and Responsibility of Children

##### **Discussed and agreed by a representative sample of children.**

- Always work hard and always listen to an adult no matter who the adult is
- Ask an adult if you’re in trouble with someone or if you’re worried about something
- Make sure that you follow the school rules
- If you are told not to do something, listen and behave
- Make good choices. If we make good choices, we may be rewarded
- If we make bad choices, we will tell the truth to adults in school and to our parents
- If we make bad choices, we understand that we will have to fill in a behaviour reflection form and may be asked to apologise

#### The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

### **The Role of Parents**

Our school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If our school has to use reasonable sanctions as a result of a child's behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-Term and Permanent Exclusions**

**We do not wish to exclude any child from school, but sometimes this may be necessary.**

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

### **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 (see appendix 1).

### **Searching and Confiscation**

The Headteacher has 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 (see appendix 2).

### **Physical Intervention**

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 appendix 3 for guidance).

### **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.



## **Monitoring and Review**

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

**The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.**

## **Appendix 1**

### **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 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.

## **Appendix 2**

### **Searching and Confiscation**

The Headteacher has 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.

1. 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.
2. Items which are banned in school include 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.
3. 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 sanction as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any 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?**

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

#### **Can I search?**

2. Yes, if you are the Headteacher. 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 sex as the pupil being searched.

Because the Headteacher is male, Mrs Smith and Mrs Hill have the designated power to search female pupils.

This would be witnessed by a senior female member of staff.

### **When can I search?**

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

### **Authorising Members of Staff**

The Headteacher is authorised to use these powers. Mrs Smith and Mrs Hill also has the power with a senior member of staff present.

1. 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.

2. 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 and/or Lockers**

Under common law powers, schools are able to search trays and/or lockers for any item provided the pupil agrees. Pupils will be provided with a tray and/or locker 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 3).

#### **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.

1. 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.

2. 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.

1. 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.

2. 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.

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

## Appendix 3

### The Use of Reasonable Force

#### 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.

#### 2 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 organized visit.

#### 3 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 judgment 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 sanction – **it is always unlawful to use force as a sanction.**

### **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**

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

### **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; and
- f. To give first aid.

NB when any of the forms included in the Appendix are used, they will be copied and stored on the CPOMS system.



## **WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES**

Every pupil understands that they have the right to feel safe, valued and respected and to be able to learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with behaviour policy.

The behaviour policy is understood by pupils and staff.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils home life.

The Governing Body also emphasizes that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed by the full Governing Body at each review of the Behaviour Policy.



Name of child:

(Male/Female)

Base:

### Search and Confiscation Record

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**

**Signed:**

**Date:**

**Designation:**



Name of child:

(Male/Female)

Base:

### Reasonable Force Record

Reason for the use of reasonable force

Names of staff using reasonable force

- 1.
- 2.

Other agencies involved – please list with name and title

**Parents contacted**

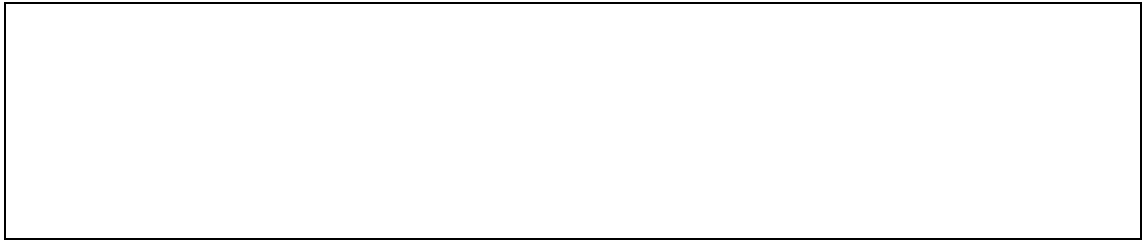
**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**



**Signed:**

**Date:**

**Designation:**

## STATEMENT OF BEHAVIOUR PRINCIPLES

Every pupil understands that they have the right to feel safe, valued and respected , and to be able