

Christ Church & Holy Trinity CE Primary Schools Federation

Positive & Reflective Behaviour Policy

March 2022



Our Christian Vision

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds. At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish. Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

Our Mission

Christ Church & Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunity to reach their maximum academic and social potential. Excellent teaching, learning and relationships are at the heart of our schools.

Our Purpose

The purpose of this policy is to ensure a whole school approach to high expectations for a positive, therapeutic, restorative, and effective approach to behaviour which is based in forgiveness and Christian virtues. This will then allow high academic progress and attainment to be at the centre of the schools.

Our Aims

The aim of this policy is to allow children to grow academically and with confidence. All members of our community are expected to value the school ethos therefore building a cohesive and supportive community for all.

Integral to our everyday school life are to:

Be Kind
Be Curious
Be Thoughtful

These actions are deeply embedded in the virtue of Forgiveness. We do this by encouraging; thought, word, action.

Solution Focussed approaches are used to overcome issues that will arise within the school life. This process is used with children, staff, and parents.

Everyone has the right to within our community to:

Be safe
Learn in a positive environment
Be treated with kindness
Be forgiven
Be proud of their school

'When they go low, we go high'
Michelle Obama

Investing in our Children's Behaviour CCHT

School Wide Positive Behaviour Support

At Christ Church and Holy Trinity, we practice School Wide Positive Behaviour Support (SWPBS). This approach when implemented with consistency decreases the likelihood behaviours that challenge, enhances relationships, improves communication, and helps children and adults learn to develop the skills such as empathy, resolving disagreements in ways that do not involve conflict, taking another's perspective and honesty. This support is embedded within our daily practice – it takes time.

Positive behaviours need to be taught explicitly, some children are appropriate and considered and find this easy, others will need more input and direct teaching. We view behaviour as something that needs to be taught – it is not always innate. This needs to be understood by all our community, including parents. It is critical we instil that we are all responsible for our own actions.

Our staff are continually developed by specialist behaviour consultants and practitioners to enhance the children's experiences and learning. Recent Training includes Philosophy 4 Children, Resilience Training, Mind Up, Mindfulness and SEND training, Classroom Behaviour Training

We promote 'Positive Behaviour for Learning strategies' through everyday teaching and Learning practices (see below daily practices).

We are educationalists, not therapists. In the first instance we improve behaviour through educational strategies- Behaviour for Learning.

See Teaching and Learning Policy

However, there are times, as educationalists, we need to reach out to other professionals, as a child's behaviour are beyond 'Behaviour for Learning Strategies' and mainstream educationalists. These behaviours are called 'Behaviours Beyond'. We will work in conjunction with these specialists to integrate child/children into the classroom. Please see below specialist services we can access:

- RBKC Educational Psychologist team
- Schools Today Charity
- CYPMH Children and young people's mental health services
- Social workers
- School Nurse
- Support workers
- Occupational therapists
- In house psychological therapists 'Schools Today' – this may include child psychotherapists, family psychotherapists, play therapists and creative art therapists
- Education mental health practitioners – who work in mental health support teams in schools and colleges
- Children's wellbeing practitioners
- Behaviourists
- TBAP Multi-Academy Trust was established in 2013 to deliver alternative provision education in West London
- Speech and Language Therapy
- General Practitioners
- Clergy

These services are oversubscribed and there can be a very long waiting list.

See *SEND Policy*

School Leadership and Responsibilities

The governing body has the responsibility of setting down the general principles for standards of discipline and behaviour and reviewing their effectiveness. The governors support the head teacher in carrying out these principles.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy with the support of the Governing Body.

The Governors should advise the Head teacher of their views on specific measures for promoting positive behaviour. This might include such issues as bullying, racial or sexual harassment, and maintaining regular attendance. See *Attendance Policy*

The governing body also has a general duty to ensure the school follows policies to promote positive behaviour and discipline among pupils.

The Head teacher is responsible for promoting positive behaviour and discipline in line with the governing body's statement of general principles. Within this policy the Head Teacher will draw up the school's written discipline policy which may include making and enforcing the school rules to:

- promote self-discipline and proper regard for authority among pupils.
- encourage positive behaviour and respect for others and prevent all forms of bullying among pupils.

- ensure pupils' standard of behaviour is acceptable and regulate pupils' conduct.

The Head teacher should put in place effective strategies against bullying which are developed and put into effect by everyone in the school, including pupils. Governing bodies should regularly review their school's anti-bullying policy.

The Head teacher is responsible for ensuring during their induction new members of staff are fully informed of this policy and are able to implement it.

The Role of Teachers and Support Staff

Strong and engaging teaching that is personalised to pupils by providing stimulating contexts and work differentiated to an appropriate level of challenge is one of the most effective ways of maintaining positive behaviour.

Implementation of School Wide Positive Behaviour Support SWPBS (mainstream educational needs)

Key principles:

- Clear behavioural expectations
- Proactive strategies and preventative not reactive
- Reward appropriate behaviours
- Build rapport with children

Proactive strategies

- Understanding why behaviour occurs and using that information to make changes to the environment.
- Achievements by getting to know the pupil through rapport building and understanding what makes them tick
- Focus on providing interventions before behaviour occurs

What does it look like in school?

- Excellent everyday classroom management and organisation
- Spending time trying to get things right not spending time on things that have gone 'wrong' – Solution Focussed
- Excellent teaching and learning
- Building a rapport with our children
- Proactive strategies to decrease behaviours that challenge. Children need to be taught how to behave – just like a curriculum subject.
- De-escalation strategies to decrease future occurrences of behaviours that challenge
- Well-resourced lessons within budgetary limits
- Reduced teacher talk
- A wide, creative, diverse, and well-planned curriculum
- Supportive parents and carers

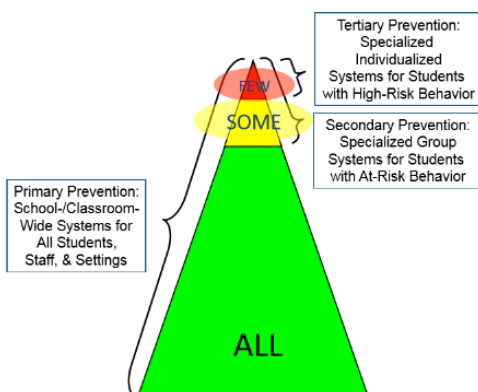
- Well trained educationalist
- Positive reinforcements
- Clear boundaries

Positive Behaviour System is focused on 3 tiers.

Tier 1 supports (Green whole school environment and staff 'Behaviour for Learning' strategies)

Tier 2 supports (Yellow groups i.e., classrooms boundaries and rewards more regularly enforced)

Tier 3 supports (Red individual i.e., children with a diagnosis or trauma 'Behaviour Beyond')



Tier 3 children have their own Behaviour Plans, will consult on a weekly basis with the SLT and will have a daily mentoring system in place. These children have emotional and social needs that go beyond everyday school life. They need more positive reinforcement, more rapport building more excellent teaching within a well-planned lesson.

Their avoidance and attention seeking outbursts and behaviours will need to be pre-empted and deescalated quickly.

De-escalation strategies:

- Use a low, dull tone of voice and don't get defensive even if the insults are directed at you.
- Take a deep breath.
- Stay calm -Listen - really listen!
- If you're upset, it's only going to escalate the situation. Calm down and then begin to look at the situation and how you can intervene safely.
- Bring in another trained person to assist whenever possible. There is less chance of aggressive behaviour if two people are talking to one person.

- Respect personal space while maintaining a safe position
- Do not be provocative.
- Establish verbal contact.
- Be concise; keep the message clear and simple
- Identify wants and feelings.
- Avoid overreaction.
- Remove onlookers -- or relocate to a safer place.

Our classes have very diverse needs – we embrace this.

Recognising Positive Behaviours

Staff should have systems in the classroom to maintain the day to day running and the organisation of their classroom.

Staff should inform parents/carer of positive behaviour through one of the school's rewards systems.

- Written reports
- Special Mentions Assembly
- Dojo points
- Every time Club
- Verbal praise
- Verbal praise to the parents/carer
- Telephone call
- Responsible role allocation
- Stickers
- Golden Time
- Special jobs
- Lead Learner
- Showing other classes their learning
- Taking lead roles in Assemblies and Services in church

Staff should support one another in employing a consistent approach by praising positive behaviour and identifying behaviour of all pupils in the school. Teaching staff should share Information with all other staff to promote positive behaviour with pupils who have a particular need.

Teaching staff take responsibility for pupil behaviour at the start of the school day and give the responsibility back to parents at dismissal.

The conduct of staff in their interactions with parents should support the promotion of positive behaviour around the school and all meetings should be conducted in a

professional manner. This may include asking parents to make an appointment.

Christ Church and Holy Trinity employ an open-door policy for discussion with parents at the end of the day, but these times may not be appropriate for all discussions. In such cases an appointment will need to be made.

Behaviours Beyond

If a child does not adhere to school positive behaviour structure, they should be informed of situation clearly and calmly and the appropriate consequences for the pupil will be employed. This will vary with the behaviour seen and child's needs.

The following could be employed.

- Loss of a privilege
- Time out of class
- Time out of play
- Suspension of a school day trip (agreed by Senior Management Team member - SLT)
- Parent meeting
- Time out of Golden Time

If all **SWPBS** strategies have been consistently employed and support has been, and the child is still not adhering to the expected behaviours then they will be asked to leave the classroom to see a member of the SLT. The SLT member may ask for a parent meeting with the class teacher to discuss how we can best work together to ensure appropriate behaviour for learning. These incidents will be recorded.

If a child performs a dangerous or deliberate action that shows no respect for property or person such as: biting, kicking, hitting, fighting, or leaving the classroom without permission, then the child will be sent to a Senior Management Team member (SLT). The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson.

If pupils show disrespect or show insubordination to adults, act violently toward other pupils or staff, or are found to not be telling the truth, they should be sent to the Headteacher, or in their absence the Deputy Head/Assistant Head, at the earliest opportunity.

If a pupil's behaviour is endangering themselves, other pupils or staff, the class teacher should ensure the safety of other pupils and inform the most senior member of staff on site immediately.

If we feel a child needs extra external school support, we will advise the parent

to support the school in reaching out to specialist services above.

See safeguarding Policy

If the concern is about the Headteacher contact should be made with the school's chair of governors.

The Role of Parent and Carer

The school is required to have a Home School Agreement that parents are asked to sign. This outlines the responsibilities of the parent and the school including those with respect to behaviour and attendance. *See Home School Agreement*

The school seeks to develop a partnership with parents so that parents are supportive of the school's behaviour policy when incidents occur.

Parents/Carers have a clear role in making sure their child behaves positively at school.

Whilst on the school site, parents are expected to model positive behaviour to the children. This includes not using profanity, treating others with respect, and acting in a manner to maintain safety around the school. If parents are concerned by any behaviours, they should report these to a member of staff as soon as possible.

Parents/Carers are responsible for ensuring their children behave well upon arrival and collection from school and their journey home.

Parents do not have an automatic right to access school grounds therefore if their conduct does not support this policy the Headteacher can remove the implied licence to enter school grounds while review is undertaken. Any long term or permanent ban would be subject to the approval of the **Governing Body**.

The Role of the Pupil

Pupils are expected to follow the school virtues and values as the aim of these is to produce a happy, safe environment to work in. If pupils do not follow the school systems they are expected (with support) to recognise which systems they have broken and reflect on their actions. When lined up or travelling around school or outside during a fire drill, pupils are expected to be quiet to maintain their full attention for safety reasons. Pupils are expected to employ the learning skills to develop their Behaviour for Learning and become more independent in all areas of school life.

Sheep and Shepherds

We have a very structured program to support the younger children and give the older children the responsibility of being an excellent role model. It is called 'Sheep and Shepherds'. Year 6 children are paired up with Year Reception children at the beginning of the year, they become excellent role models for reception class and guide them throughout their first year of school.

Bullying

The school does not tolerate any kind of bullying. All incidents of reported bullying will be investigated.

The school has an Anti-bullying policy and is updated within governmental guidelines. It is available on the school website.

The school will continue to educate pupils about anti-bullying through Assemblies and the PSHE curriculum.

Working through issues in a solution focused way will increase resilience for all and allow for forgiveness. See *Anti Bullying Policy*

Lunch and Breaktimes

Pupils are expected to follow the school expectations at break times and lunchtimes with particular emphasis upon acting safely. Self-regulation is key to a peaceful and enjoyable playtime. We use the 'Zones of Regulation' system to reflect upon emotions and actions.

The lunchtime and break time supervisors will follow the expectation of all staff to promote positive behaviour. If necessary, they have the power to give consequences to pupils. Playtime can be one of the most difficult times to practice self-regulation. We do provide support in small groups for children who are unable to regulate. Here they are taught way to regulate in a small safe environment.

Clubs after school

School staff, groups of parents and external providers may run after-school clubs at the Christ Church and Holy Trinity. All clubs will manage behaviour within the framework of the school behaviour policy. If the child does not comply with the rules, they may be asked to leave the club. The parent will be informed.

External providers will have the expectations for behaviour shared with them when arrangements for the club to commence are made. The providers will maintain discipline at their club. If there are concerns over this, parents will raise the issue with providers in the first instance. If they continue to have concerns, they should contact the Headteacher.

Day Trips and Education Residentials

Pupils are expected to follow school rules in activities off site. If a child hasn't shown positive behaviour on the lead up to the trip and staff members feel there is a health and safety issue the school have will either ask the parent to attend the day trip to supervise their child or the child will be asked to stay behind.

Staffing ratios should always ensure there is enough staffing available so that behaviour can be managed effectively.

Inappropriate behaviour, particularly refusing to follow instructions or putting themselves or others in danger could result in the activity being cut short for the pupil and the parent, or carer, may be called to collect them.

Inappropriate behaviour which prevents effective planning of provision for a child on an offsite activity may mean the pupil cannot participate.

E Safety and Internet Use

Pupils are expected to follow the school E-safety and Internet policy whilst using the internet and publishing materials online.

To support this, they are expected to keep their passwords secure and only share them with their parents, as negative behaviour via their log-in may be tracked to them.

Children are taught explicitly about Internet Safety and Resilience in the curriculum. Parents are expected to attend 'Safer Internet Usage' sessions that are organised by the school.

See Mobile Phone and Social Media Usage Policy

See E- Safety and Internet Usage Policy

Behaviour before and after School

Negative behaviour beyond the school gate, particularly on the journey to or from school, or that could affect the school's reputation will be dealt with as per the strategies in Appendix 1.

The Power to Discipline

The Education and Inspections Act 2006 included, for the first time, a specific power for teachers to discipline pupils – for breaking a school rule, failure to follow instructions or other unacceptable behaviour.

It applies at any time a pupil is in school or elsewhere under the charge of a teacher, including where a pupil is participating in an educational visit. The power also applies to other staff with responsibilities for controlling pupils, such as teaching assistants.

The Act also states schools' discipline and behaviour policies may allow teachers to regulate the conduct of pupils when they are off school premises and not under the control of school staff. *See Appendix 1*

SEND

Pupils who have Special Educational Needs that affect their behaviour will have strategies to use and targets to achieve set in their individual provision.

Therefore, they may be treated differently in the consequences they receive as to

pupils who do not have special needs regarding behaviour. See *SEND Policy*

Equality Duties

This policy will be applied in a consistent, non-discriminatory fashion to ensure it meets the requirements of the Equality Act.

Searching and Confiscation

See Appendix 2

The Use of Physical Intervention

See Appendix 3

Communication of Policy

The ethos of this policy will be included within the home-school agreement, agreed by governors and shared with pupils, parents and staff.

Any parents who join the school during the school year will receive the school prospectus and information on how to locate policies.

Reminders of behaviour will be published in the school newsletter, class letters or individual letters.

The sections of the policy required for day-to-day classroom management will be published in the A-Z school handbook for staff.

This policy can be accessed via the school website.

Monitoring of the Policy

This policy will be reviewed yearly by the headteacher and senior leadership team. It will be reviewed by the FGB every two years

Appendix 1

The Power to Discipline Beyond the School Gate

1. *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.

2. Any negative 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.

3. 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. Consequences for the bad behaviour will follow those issued by the school for misconduct during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.
4. The school will not give consequences to pupils if it is believed better parental supervision could have prevented the incident. If it is felt that parents have been negligent it will be reported to the safeguarding team.
5. 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.
6. Any actions taken in response to an incident beyond the school gate would be logged as part of the school's behaviour records.
7. 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.

Appendix 2

Searching and Confiscation

1. The Headteacher and Deputy Headteacher 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.

2. 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

In line with DFE guidance - January 2018

School staff can search pupils with their consent for any item

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.

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 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.

Prohibited Items in School Are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If mobile phones are brought to school, children are not to hold these during the day. They should be given to staff with a letter from parents as to why the pupils have the devices until there is a change in the school's ICT policy. If the reason given is not sufficient or causes concern about a child's welfare after school, the parents will be informed by the Headteacher.

Electronic games are not allowed to be brought to school including at the end of term when the children may be invited to bring in games to play. Any electronic games will be confiscated.

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').

Who can Search?

The Headteacher or Deputy headteacher. But: you must be the same sex as the pupil being searched; and 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 Head Teacher or deputy Head search?

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

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 the Search

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.

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.

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.

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.

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.

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

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 Interactions with Children?

- 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
 - 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

Signed: Avis Hawkins

Date: September 2021

Name of School: Christ Church & Holy Trinity CE Primary Schools

Policy review: September 2021

Date of next Review: September 2022

Who reviewed this policy: Achievement Committee

Ratified by: FGB