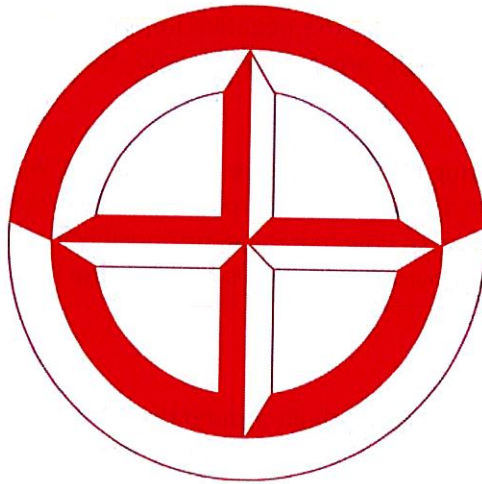


West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire



Behaviour Policy

Date created: January 2021

To be reviewed: January 2022

Signed (Chair of Governors) Lesley C. Ho-Stord

A handwritten flourish or signature mark, consisting of a single, sweeping, curved line.

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through providing a broad, rich and engaging curriculum that has our school values of '*enjoy, achieve and aspire*' deeply rooted within them.

Rationale

This policy supports our work towards fulfilling our vision statement. As a Church of England school, Christian values underpin this behaviour policy, and alongside statutory and Local Authority guidance, support actions and decisions undertaken by the Headteacher and Governing Body of our school, with the safeguarding of all our pupils taking priority.

It is the responsibility of all members of the school community to ensure that each individual feels valued and able to contribute fully to the life of the school. Without an orderly atmosphere, effective teaching and learning cannot take place; the negative impact from inappropriate behaviour affects those who misbehave, the learners around them, and the adults supporting them - this is unacceptable.

A vital part of the education our learners receive is concerned with their spiritual, moral, social, cultural, emotional and physical development. Through this they learn about values such as honesty, respect and perseverance; they learn how to behave responsibly in a range of contexts and how to be a good citizen. Our curriculum provision will always reflect these important aspects of learning.

Golden Rules

Our behaviour and policy expectations are built around the Golden Rules, which have been written in collaboration with the children. Our pupils and staff know these rules and can refer to them. They understand that these rules help make our school a special place and if they are broken, then our children dislike it.

In each classroom there is an agreed class charter / Golden Rules poster, to remind the children what is expected of them. This poster will be used by teachers to identify which of our agreed rules are being met by the children. These Golden Rules posters/signs extend outside onto the playground and they are available for teaching assistants and midday meals staff to use during break times.

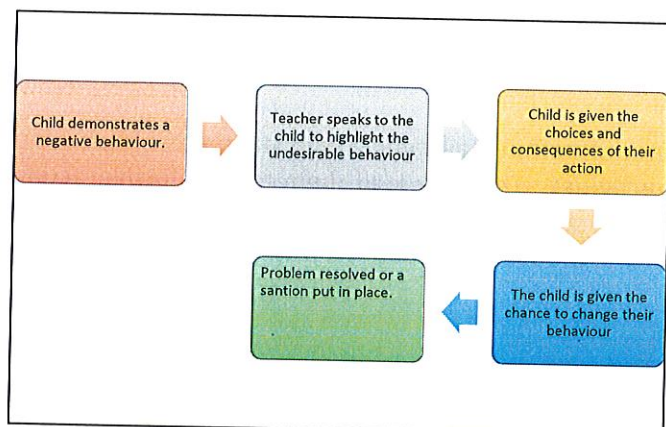
Aims, objectives and procedures

Our main aim is to encourage good behaviour throughout the school. This can be done in a variety of ways through praise, which may be expressed verbally or non-verbally. Opportunities to praise are actively sought out by all stakeholders within the school.

It is the responsibility of all adults who work in the school to behave as role models for those in their care, for example by being polite and treating people equally and with respect. All adults in school are expected to have high expectations in terms of behaviour which they ensure are made clear to the pupils. These expectations are based around our Golden Rules, which the children have ownership of and review (See Appendix A)

If a child is misbehaving they will be initially warned about the action that they are doing and how it is undesirable. They will be offered a choice to change their behaviour (linked to our Golden Rules) and will be given the associated consequences of their choices so they can make an informed decision.

Should a child decide not to change their behaviour then a sanction will be put into place to deal with this. See flowchart below.



Class teachers must have appropriate and consistently upheld sanction and reward systems in place, for example House Points, stickers, rewards, badges and Headteacher awards – these systems will be regularly reviewed and may need to be adjusted to ensure inclusion of all pupils, and suitability for specific cohorts.

The strategies for positive support and action outlined in Appendix B will be an integral part of everyday practice for all

adults who work in our school. This gives an example of the types of rewards and sanctions that can be applied to different situations. Due to the fact that no two incidents are ever the same, each case will be dealt with on a case by case basis. However, it must always be made clear that it is the bad behaviour causing offence, not the child.

Types of behaviour

Negative behaviours are divided into two main types, 'Undesirable behaviour' and 'Extreme Behaviour'. Examples of the type of behaviours that we would define as extreme are:

- Seriously upsetting or hurting another child (this is not just physical)
- Deliberately destroying property
- Keep on refusing to follow instructions
- Behaviours that stops others learning
- Refusal to enter into dialogue about their behaviour
- Involvement with non-prescription drugs

A discussion will take place between the head/ assistant head and the member of staff who observed the incident, to decide whether it is classed as 'extreme behaviour'.

E-Safety

Occurrences of negative behaviour do not just occur in school face to face, they can also occur online. These such incidents are referred to as E-Safety incidents. All children in our school, along with all staff and other adults, are requested to sign an Acceptable Use Policy (AUP) to confirm that they will use the school technology/network for the right purposes. Should a child be using the internet/network for inappropriate reasons then they will be dealt with under this behaviour policy. This could result, in serious cases, to the child's network privileges being removed. This applies to incidents that take place in school, or on a school based web platform. If there is an incident that starts outside of school between two or more school children, not on any school platforms, then the incident will not be dealt with by the school, unless the school feels that the incident will/is spilling over into school.

All children in the school receive annual E-Safety training on a progressive curriculum cycle. This ensures that the children are taught how to behave appropriate online and how to look after themselves.

Monitoring, Review and Evaluation

The Headteacher is ultimately responsible for the discipline of pupils on a day to day basis. The Headteacher will monitor behaviour in the school and ensure appropriate support and guidance is available for all parties.

The Governing Body supports the Headteacher and staff in maintaining high standards of behaviour and discipline through a range of monitoring activities. This may lead them to take further action, such as asking further questions of the Headteacher, or recommending consideration of specific action points as a result of the monitoring. Headteacher and Governing Body will review the policy annually.

Rewards

When a child works well in school and demonstrates exemplary behaviour/work they will be rewarded. The type of reward varies depending on the positive behaviour. Rewards are anything from a House Point or sticker, through to being made 'Star Learner of the Week' or a small prize from a prize box given by the Headteacher/teacher. These rewards do vary depending on the age of the child and the child's needs. Some of our classes use House Points, while others use Dojo points. This is to give teachers some autonomy in the way that they use their class rewards, to make it bespoke to the children whom they teach, thus making it more effective. The Headteacher ensures fairness across the school.

Sanctions

There are a whole host of different sanctions that can be given to children who are demonstrating poor behaviour choices. These sanctions vary dependent on the severity of the behaviour, but Appendix B is used to demonstrate the hierarchy of behaviour sanctions based upon the type of behaviour. When appropriate, we always try to consider how we are going to change our behaviour in the future and the impact that our behaviour has on others. Children may be asked to take part in a 'restorative justice' meeting at times. If this is carried out an adult will always lead this. Our christian values are incorporated into the way we deal with negative behaviours and the value of forgiveness is at the heart of all of this. Adults speak to children about the idea of forgiveness and about learning from our experiences. Children start each day a fresh, and are forgiven for what behaviours they displayed the previous day.

Dealing with Extreme Behaviours

When dealing with extreme behaviours, time will be taken to discover exactly what happened and this will be recorded. Extreme behaviours do get accelerated through the ladder of sanctions quicker and they will be dealt with promptly by the Headteacher, or in his absence, the Assistant Headteacher. The leadership team will always contact parents when an extreme behaviour is expressed and the incident will be recorded online in our safeguarding software CPOMS. Extreme behaviours normally carry a sanction of missing time and the child will spend break times with the Headteacher. If it is decided that a child deliberately, and significantly, hurts another child/staff member then the offending child will be removed from the classroom either for the remainder of the day, and/or part/all of the next day and they will work in the presence of a member of the Leadership team, to remove them from the situation. Alternatively, the child may be temporarily excluded from the school (see Exclusions). Parents will be made aware of either of this.

Exclusions

The exclusion of a child will only come into effect when the Headteacher has assessed the evidence and is sure the child is responsible for the extreme behaviour and that exclusion is the best course of action (possibly after consultation with the WSCC inclusion officer). If a child is to be excluded, the chair of governors will be contacted and made aware of this at this point. Parents will be contacted to discuss the child's behaviour and the decision that has been made; they will also receive a letter of exclusion from the office. When the child returns to school there will be a reintegration meeting arranged between the Headteacher/ Leadership team, child and parent to plan future strategies to deal with similar situations. A support programme will be put together to support the reintegration of the pupil back into school after their exclusion and considerations will be made to decide whether it is appropriate to put the pupil on the SEND register to help support them.

If a child receives a fixed-term exclusion and then repeats the offense again, then the Fixed Term Exclusion (FTE) will increase in its length. If challenging behaviours do continue and there is no improvement, then working alongside the Fair access team, the school may need to permanently remove the pupil from the school roll in line with WSCC procedures, as the behaviour presents a significant risk to themselves or others, to the point that the school feels it is unable to manage.

Home and School Partnership

A positive partnership with parents will be sought at an early stage, in order to give best possible support for the child to make changes to their behaviour (Appendix B). Parents and pupils will be expected to read and sign the Home School Agreement at the start of the Reception Year and KS2 i.e. Year 3 - Appendix C.

Positive handling

All school staff will follow the DFE Use of Force Guidance 2011 (or any subsequent Government guidance, which supersedes this). Use of reasonable force to control or restrain pupils is a legal power, and will only be used as a last resort, and with the minimum degree of force to achieve the desired result – for example to prevent a pupil committing a criminal offence, injuring themselves or others, or damaging property. The school will uphold its Legal duty to make reasonable adjustments for disabled children and children with SEND. Staff who have received 'Team Teach' training may be called to deal with a difficult situation, but it is not necessary, particularly if a delay in action by those staff present could be dangerous, or cause the situation to escalate. (Appendix D)

Our Golden Rules

These 'Golden Rules' are important to us at school as they were written by our school community. They remind us of how our school family should behave and respect one another and our school.

WE ARE GENTLE

- WE DON'T HURT OTHERS -

WE ARE KIND AND HELPFUL

- WE DON'T HURT ANYBODY'S FEELINGS -

WE LISTEN

- WE DON'T INTERRUPT -

WE ARE HONEST

- WE DON'T COVER UP THE TRUTH -

WE WORK HARD

- WE DON'T WASTE ANYONE'S TIME -

WE LOOK AFTER PROPERTY

- WE DON'T WASTE OR DAMAGE THINGS -

Enjoy, Achieve, Aspire

Appendix B
Behaviour Management Plan – West Wittering Parochial C.E. Primary School

Consequences for inappropriate behaviour need to be clear and consistently enforced. The hierarchy of sanctions will be followed, although some more serious actions would immediately place a child further up the levels. As well as showing sanctions, a range of suggested supportive actions that could be put in place is outlined.

Child's behaviour	Sanctions / action taken	Positive support / action
Child learns with their peers in class context – some inappropriate behaviour	Warnings by staff Stay in at playtime to do / complete work Class Teacher to contact parents if concerned / ongoing Persistent incidents entered onto CPOMS Discuss with SENDCO if ongoing Whole school issues explored at assembly Strategies put into place & monitored	Individual class rewards Behaviour Targets leading to Golden Time/ Agreed Rewards Children praised at assembly Star awards
Child participates in playtimes with their peers – some inappropriate behaviour	Class Teacher to contact parents if concerned / ongoing Warnings by staff Use of 'Time out' Small amount of missed time Playtime issues explored at assembly	Children's positive behaviour identified & recognised Headteacher Awards Lunchtime/break time stickers
Child interrupting or stopping learning in classroom.	Child removed from classroom Work outside the class, or in library With agreement, work in another class under supervision Work under supervision of SENDCO, Senior staff or Head Parents informed by Class teacher	Agree what needs to be done to give that child access to working back in own class Identify what the required behaviour "looks like" SENDCo, Senior staff and Head can be involved
Child behaving antisocially or disregarding rules at playtime.	Warnings by staff Use of "Time Out" Child removed from playground Request assistance from other staff E.g. SENDCO, Senior Staff or Head Not allowed out to play - be under supervision of SENDCO/Senior staff/Head Parents informed by Class Teacher or Head	Give options: choices and consequences. Track behaviour on CPOMS Re-integrate under supervision Identify key Lunchtime Supervisor for that child so they know who to go to if there is a problem Agreement for child to come indoors to an identified space SENDCo, Senior staff and Head can be involved
Ongoing or serious disruption in the classroom or at playtime.	Child "internally excluded" by Head or Senior staff Usual class privileges removed. Child given a different work base e.g. Library, or with the Head Parents involved	Parents, class teacher, SENDCO and Head involved Behaviour targets set for specific child to work on Support offered for child and parents Explain choices and consequences to child Inform child of gradual re-integration to class/play Put on Individual Monitoring Sheet for close monitoring.

<p>Persistent and serious disruption with blatant disregard for school rules. Serious disregard for rights of others and serious interruption to others' learning.</p> <p>Escalating and persistent breach of school rules and rights of others with no evidence of progress over time. Strategies in place not effective.</p>	<p>FIXED PERIOD EXCLUSION</p> <p>Implemented by Head Teacher following County guidelines</p> <p>Letter written to parents</p> <p>Chair of Governors informed.</p> <p>County informed via required paperwork.</p> <p>Re-integration meeting planned for parents & child with the Head</p> <p>PERMANENT EXCLUSION:</p> <p>Parents informed in writing.</p> <p>County informed via required paperwork.</p> <p>Chair of Governors informed.</p> <p>Governors' Exclusion Committee meets.</p>	<p>Identification of a "Safe Place" for child to go to if necessary</p> <p>For children at risk of exclusion set up Pastoral Support Programme</p> <p>Multi agency meetings arranged if appropriate</p> <p>Emphasise seriousness of Fixed Period Exclusion at re-integration meeting</p> <p>Class teacher likely to be present at this meeting</p> <p>Discuss with parents and child what is expected of them in our school</p> <p>Emphasise that help and support is available for the child and parents</p> <p>Pastoral Support Programme implemented or maintained involving fortnightly meetings with all stakeholders</p> <p>Multi agency meetings arranged if appropriate</p> <p>Discussions take place between County, Parents and other schools to decide which school will receive the child.</p>
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APPENDIX C

HOME SCHOOL AGREEMENT - September 2020

FOR THE SCHOOL

We will work together to achieve our:

Vision Statement



Enjoy, Achieve, Aspire

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through:

- Fostering a sense of fun
- Valuing creativity and imagination
- Developing self-belief
- Challenging all to aim high

We will:

- Provide a safe, well-ordered and caring environment.
- Have clear aims and learning objectives for all pupils in order to help them achieve the very best they can.
- Have robust systems in place for tracking pupil progress and setting them appropriately challenging targets.
- Provide constructive feedback for tasks and homework set.
- Demonstrate that each and every pupil is valued as an individual.
- Always inform you at an early stage of any concerns we may have so that you can discuss and become involved in any matter relating to your child.
- Ensure we are available by prior arrangement, to discuss your child's progress or your concerns.
- Provide opportunities for you to express your views on school issues and have those views listened to.
- Have consistent behavioural expectations for all pupils supported by a clear behaviour policy which details expectations, rewards and sanctions.
- Make every effort to ensure that school policies are understood and followed by staff, children and parents.

On behalf of the school

Date: September 2020

Signed:

Nick Matthews
Headteacher

Signed:

Mrs L Handford
Chair of Governors

FOR THE FAMILY

As a parent/guardian of a pupil at West Wittering School I/we will:

- Support the Christian ethos and culture of the school.
- Support my child's learning, including ensuring the completion of any homework set.
- Encourage my child to read, and read with her/him on a regular basis.
- Support the school in maintaining high standards of behaviour by subscribing to the school's Behaviour Policy.
- Respond to any reasonable request by the school to discuss my child's education.
- Make an appointment with my child's class teacher, or with the Headteacher if I/we have any concerns about my child or the school's practice.
- Ensure that, as part of our responsible use of social networking sites, we will not post negative, or personal comments with regard to the school or staff.
- Ensure my child's regular attendance and a high standard of punctuality.
- Ensure my child has what he or she needs to take a full part in all activities.
- Comply with the school's Uniform Code.

Parent/Guardian Signed.....

Date.....

FOR THE PUPIL

As a pupil at West Wittering School I will:

- Be proud of our school logo and be part of our Christian community.
- Encourage my parent(s) to be involved with my learning.
- Work to the best of my ability.
- Remember to bring my book bag, home link book and PE kit each day.
- Behave so that all children can work and play safely and without interference.
- Treat each other and living things with consideration and respect.
- Use the internet responsibly and not post negative or personal comments about my school or other children who come here.
- Use school equipment sensibly and treat other people's belongings with care.
- Take pride in my appearance and wear school uniform.
- Come to school regularly and on time.
- Make sure the school is a pleasant environment by keeping it clean and tidy.
- Try to look after the environment by re-cycling, composting and turning off lights when they are not needed.
- Follow our Golden Rules:
 - We are gentle – we don't hurt others
 - We are kind and helpful – we don't hurt anybody's feelings
 - We listen – we don't interrupt
 - We are honest – we don't cover up the truth
 - We work hard – we don't waste our own or others' time
 - We look after property – we don't waste or damage things

Pupil Signed

Date.....

Appendix D

Use of Force Guidance 2011

Use Of Reasonable Force

Advice For Head Teachers, Staff And Governing Bodies

About This Guidance

(i) This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power. (ii) This advice replaces “The use of force to control and restrain pupils – Guidance for schools in England”.

Expiry/Review Date

This advice will be reviewed in autumn 2011 after the Education Bill, currently before Parliament, receives Royal Assent.

What Legislation Does This Guidance Relate To?

Education and Inspections Act 2006.

Who Is This Advice For?

This advice is aimed at governing bodies, head teachers and school staff in **all schools**¹.

Key Points

- (i) School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- (ii) (ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- (iii) (iii) Senior school leaders should support their staff when they use this power.

¹ “All schools” include Academies, Free Schools, independent schools and all types of maintained schools.

1 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 force².
- (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.

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 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.

² Section 93, Education and Inspections Act 2006

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.**

4 Communicating the school's approach to the use of force

- (i) Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.
- (ii) There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

- (iii) Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- (iv) Schools do not require parental consent to use force on a student.
- (v) Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- (vi) By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

5 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'³ 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

6 Staff training

Schools need to take their own decisions about staff training. The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

7 Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.⁴ In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- o The pupil's behaviour and level of risk presented at the time of the incident
- o The degree of force used
- o The effect on the pupil or member of staff
- o The child's age

³ Physical Control in Care Medical Panel - 2008

⁴ In a Written Ministerial Statement, published on 23 June 2011, the Minister of State for Schools announced that he has asked Charlie Taylor, the Government's Expert Adviser on Behaviour, to review the implications for schools of the requirement to record and report the use of force in schools, as set out in section 246 of the Apprenticeships, Skills, Children and Learning Act 2009. In particular, Charlie Taylor has been asked to make sure that the accompanying guidance provides the best possible advice to schools on establishing 'light touch' systems while still providing protection for pupils and staff. It remains the intention to commence this requirement from 1 September 2011, subject to the outcome of Charlie Taylor's review. This advice will also be updated to reflect the outcome of Mr Taylor's review.

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

- (i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- (ii) 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.
- (iii) 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.
- (iv) 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.
- (v) 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.
- (vi) 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.
- (vii) 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.
- (viii) 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.

9 What about other physical contact with pupils?

- (i) 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.
- (ii) 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.

Frequently Asked Questions

I’m worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

How do I know whether using a physical intervention is ‘reasonable’?

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the

particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

What about school trips?

The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Can force be used on pupils with SEN or disabilities?

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Are there any circumstances in which a teacher can use physical force to punish a pupil?

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Associated Resources

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

6

7

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/cneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

Link to Searching Guidance

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

Link to Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

Ministry of Justice advice on self defence (when published) and Home Office

PACE codes

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

Legislative links

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

You can download this booklet online at: <http://www.education.gov.uk/publications>

Search using the ref: DfE-00060-2011

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