

Whyteleaf School

Promotion of Good Behaviour

Policy Statement

Aim High • Be Independent • Enjoy Yourself



This policy statement includes sections on behaviour of a bullying and prejudice-related incidents, including those of a racist nature, and includes links to guidance on the use of restraint.

Aims:

The primary aim of this behaviour policy is the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn, where achievements at all levels are acknowledged and valued.

Children are encouraged to develop increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour both inside and out of the school environment (educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place).

We aim to treat all children fairly, with a consistent approach, with parental co-operation and involvement when there is cause for concern.

Expectations of Behaviour:

The school has five Behaviour Sapphires.

To be:

- Respectful
- Responsible
- Kind
- Self-controlled
- Honest

We believe in the importance of children having great social skills, not only when they are at school, but throughout their lives, and this is celebrated at Whyteleaf. Children who display these values are rewarded with a sapphire tie, which signifies their excellent social skills. They wear the sapphire tie for a week and it is also celebrated in the school's Celebration Assembly.

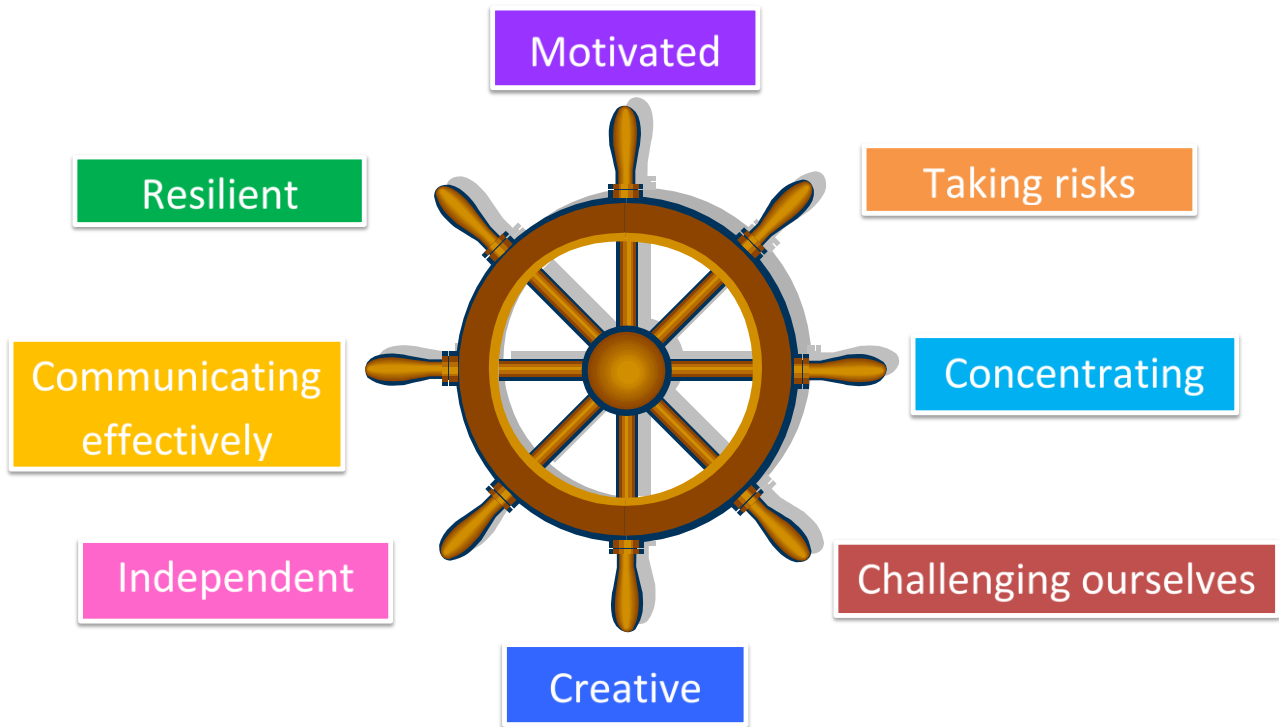
In addition, each class also has its own classroom expectations, which are agreed by the children and displayed in the classroom. In this way, the boundaries of acceptable behaviour are clear and every child in the school knows the standard of behaviour that we expect.

Behaviour for Learning

Children's learning is also focused on their behaviour for learning. There are 8 fundamental characteristics which are prominent throughout the school, lessons and assemblies. These ensure that the children understand what they need to do in order to be successful.

Whyteleaf Wheel of Learning

At Whyteleaf we know we are effective learners when we are



Behaviour Assessment

At the end of every term teachers need to make a summative judgement about behaviour and record this on Pupil Asset. This enables the school to celebrate the exemplary behaviour at Whyteleaf whilst helping to identify children that need support, or potentially a behaviour support plan.

Thrive and behaviour

We are a Thrive school and have had training which helps support behaviour at Whyteleaf. It helps us to identify and support children who may have specific gaps in their development and support them, either in a group or individually. The staff have also been trained in regard to dealing with children who may be having a difficult time and the importance of each child being able to be heard. At Whyteleaf, we understand that all behaviour is communication, and we ensure our children are given the opportunity to talk about what has happened, their feelings, and help them to move forward in a positive way

Rewards and Sanctions:

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

- members of staff congratulate children

- members of staff give children house points, either for good work or behaviour or to acknowledge outstanding effort or acts of kindness in school (these go towards a termly mufti day for the winning team)
- children are asked to show their work to the class
- children are awarded stickers by members of staff
- teachers tell the child's parents about key achievements
- children are asked to show their work to another class or member of staff
- children are sent to be congratulated by a more senior member of staff
- the Head Teacher awards special stickers
- each week we nominate children from each class to be 'Star of the Week' to receive a certificate in the Celebration Assembly – this relates directly to the Whyteleaf Wheel of Learning
- children have an opportunity to show examples of their best work and achievements (in or out of school) in assemblies and in class

The school employs a number of sanctions to enforce the school expectations, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. These can be found in the *Hierarchy of Sanctions*. Responses are appropriate to the level of seriousness of the behaviour. Details of the Hierarchy can be found in Appendix 1 of this policy.

The aim of sanctions is to discourage future misbehaviour. The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy.

The use of 'blanket punishments' is discouraged, as we prefer to identify and deal with the individual pupil(s) at fault with reasonable adjustments being made for children with additional needs.

If there are incidents of anti-social behaviour, the class teacher sometimes chooses to discuss these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. When we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All instances of bullying are referred to the Deputy Head Teacher using the Bullying Incident Report Form. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See Appendix 3 for specific guidelines on the school procedures for the dealing of bullying incidents.

Members of staff only intervene physically to restrain children to prevent injury to another 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. See Appendix 4 for specific guidance to the use of restraint.

Dealing with prejudice-related incidents:

Our school code is one of caring for ourselves and for others. This includes caring for pupils of diverse ethnic minorities and for those with religious or cultural differences. Diversity is celebrated in many ways including through awareness raising in assemblies, R.E. lessons, Circle Time, Citizenship.

All children will be made aware of the unacceptability of racial, religious, cultural prejudice through input in assemblies, R.E. lessons, Circle Time and PSHE lessons. In general, any bullying on the grounds of race, religion or culture will be dealt with immediately using our strategies to combat incidents of bullying.

Behaviour which shows prejudice and intolerance is not acceptable. The school will record all prejudice-related incidents. All recorded incidents will be reported to the pupils' parents/guardians, the school strategy board and the LEA.

The behaviour of perpetrators of prejudice-related incidents will be monitored. Failure to modify their behaviour after all strategies have been exhausted will lead to exclusion.

See Equality Policy

Resolving Conflicts:

Children are encouraged to take responsibility for sorting out their own conflicts. Members of staff take responsibility for teaching them, modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children are encouraged to listen to one another, without interrupting, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

The role of children:

The school expects children to take responsibility for their own behaviour and aims to give children responsibilities in which they can demonstrate and model good behaviour, for example:

- Year 6 children take responsibility for helping KS1 children with reading
- Year 5 Peer Mediators
- Year 5 Young Leaders
- Pupil Leadership Team –Years 5& 6
- School Council – 2 elected children from each class from Years 2-6
- School prefects – Year 6
- Sports Crew
- School Captains
- Digital Leaders
- Science Leaders

The role of all members of staff:

The school has high expectations of the children in terms of behaviour. It is the responsibility of all members of staff to ensure that the school expectations are met and that children behave in a responsible manner.

All members of staff provide good role models for the children, modelling desired behaviour in the way in which they listen to the children, in the tone of their voice, and in their own behaviour.

Members of staff treat children fairly, with respect and understanding, and ensure the school expectations are met consistently.

All members of staff deal with incidents of misbehaviour and apply appropriate sanctions. More serious incidents are reported to the class teacher for recording.

The role of the class teacher:

It is the responsibility of each class teacher to ensure that the school expectations are met in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of 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 rules consistently. The teacher treats all children in their class 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. However, if misbehaviour continues, the class teacher seeks help and advice from a senior colleague.

When there are concerns about the behaviour or welfare of a child, the class teacher contacts the parent(s), Inclusions leader and DSL, and keeps them informed of the child's progress.

If a child continues to misbehave, the class teacher seeks help and advice from the Deputy Head Teacher or a member of the SLT, who may refer the child to the Inclusion Leader or Pastoral Lead. A child may be placed on the SEN register for Behavioural, Emotional and Social Difficulties in accordance with the Code of Practice.

The class teacher, in liaison with our Inclusion Leader, may set up a Behaviour Support Plan which may include setting the pupil specific targets or subsequently a Pastoral Support Programme, and liaise with external agencies, as necessary, to support and guide the progress of the child.

The role of the Head Teacher:

The Head Teacher supports the staff by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious or repeated incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are taken in conjunction with the school strategy board.

The role of Parents:

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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

We expect parents to support their child's learning, and to co-operate 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 each other immediately if we have concerns about the child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they initially contact the class teacher. If the concern remains, they contact the Head Teacher. If these discussions cannot resolve the problem, the formal complaints procedure may be implemented.

The role of the School Strategy Board:

The school strategy board has the responsibility of setting down this policy on standards of discipline and behaviour and of reviewing its effectiveness. The school strategy board supports the Head Teacher in carrying out this policy.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy.

Fixed-term and permanent exclusions:

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

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

The Head Teacher informs the LEA and the school strategy board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The school strategy board has a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the board. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

See Appendix 3 for further exclusions guidance.

Monitoring:

The Head Teacher monitors the effectiveness of this policy on a regular basis, reports to the school strategy board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents in the behaviour log, together with any serious incidents that occurred at break or lunchtime, which were reported to them. In addition, STAR analysis records are kept to analyse patterns of behaviour for children with additional needs and the class teacher liaises with the Inclusion Leader to assess provision.

The Head Teacher and Leadership Team members record those incidents where a child is sent to one of them, on account of inappropriate behaviour, in the Head Teacher's Profiles folder and keep a record of pupils who are excluded.

It is the responsibility of the school strategy board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review:

The school reviews this policy annually, but may review the policy earlier than this, if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Whyteleafe School - Hierarchy of Sanctions

The sanctions listed below may be applied as a result of inappropriate behaviour using the professional judgement of our staff

	<p>Non-verbal signals Ignoring behaviour/praising others Verbal reminder/warning Stand up Write name on board Repeat action correctly Verbal apology Close supervision during free time Move within room/playground Confiscation of item/equipment Short period of time out Miss part / all of a playtime / time at lunch / choosing time Repeat work in school/at home Extra work in school/at home Letter of apology Contact with parent through class teacher Exit to another class</p> <p>For repeated or a serious misdemeanour(s) the child will be sent to a named teacher for entry on a yellow card (3 yellows then next misdemeanour a red card). Parents will be informed by the child's class teacher when yellow or red cards are given. Yellow cards are decided by the class teacher and given by Leanne Caunt for Reception, Yr 1 and 2 and Sam Maskell Yr 3-6. Red cards are decided by class teacher, in conjunction with SLT, and given by Caroline Bishop. If a child receives a red card the parents may be invited to attend a meeting with the class teacher and Deputy Head/Assistant Head. The Inclusion Leader may also be involved alongside behaviour support. A behaviour support plan may be put into place.</p>	<p>CT written recording (behaviour log) ↓ ↓ ↓</p> <p>Yellow Card</p>	
	<p>If the above strategies appear to be ineffective then the following strategies may be considered and implemented Work in isolation (under direction of SLT member) Contact with parent through class teacher who meets with SLT to discuss strategies Loss of extra-curricular activities (when behaviour is relevant) Payment/contribution towards costs of damage caused Eating separately from other children Community Service (provision of tasks which benefit the school) Behaviour Support Plan in association with AHT/Inclusion Leader Internal Exclusion</p> <p>Children who receive red cards are seen by the Deputy/Assistant Head Teacher. If a child receives 3 red cards there will be a meeting arranged with the Head of School and Deputy Head Teacher.</p>		<p>HT/DHT Written recording ↓ ↓ ↓</p>

	<p>In extreme circumstances the Head Teacher can apply the following sanctions when all other strategies for inclusion have failed</p> <p>Exclusion from lunchtimes Moving class (longer term) Temporary exclusion (1-5 days) Second period of temporary exclusion Permanent exclusion</p>		
--	---	--	--

Bullying Guidance

For more information please read:

- **Preventing and tackling bullying, advice for headteachers, staff and governing bodies July 2017**
 - **Cyber bullying: advice for headteachers and school staff**

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Prevention

At Whyteleafe we ensure that the children are taught about anti-bullying across the school year, in order for children to understand what bullying is, including cyber-bullying, and help the children understand what to do if they feel they, or someone they know, are being bullied. We also teach the children about tolerance and respect; this might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through

assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. At Whyteleafe there is a culture of excellent behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

At Whyteleafe we:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. The school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. We would draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. All school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. Whyteleafe is a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Intervention - Support for pupils who are bullied

At Whyteleafe we support children who are bullied and make appropriate provision for the child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Bullying can happen to any child and can have an impact on their physical, social, mental and emotional health. Although any child can become a victim of bullying, certain children are more likely to be bullied – children who have special educational needs, disabilities or who are adopted for example. Staff are aware of the more vulnerable children in the school and are aware that they may need more support.

Intervention - Discipline and tackling underlying issues of bullying

At Whyteleafe we apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

If bullying is suspected we will:

- Complete paperwork to ensure the allegation of bullying is accurately recorded and dealt with.
- Talk to the suspected victim, and any witnesses.
- Identify the alleged bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated at Whyteleafe.
- If the bully owns up, then the sanctions procedures outlined in the Appendix 1 will be followed. If necessary using outside agencies
- Incidents of bullying are recorded and passed to the Deputy Head Teacher to ensure there is no pattern emerging.
- If the suspected bully does not own up, further investigation will be necessary; if it is clear that they are lying, continue with the procedure.
- Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded.

Bullying Incident Report Form

(to be completed by class teacher and filed in Pupil Profiles – copy to HT/DHT/AHT)

Date:

Name of victim(s):
Name of perpetrator(s):
Nature of incident (including time and location):
Reported by:
Seen by:
Immediate action:
Subsequent action:
This incident is in the judgement of the class teacher and Head/Deputy Head/Assistant Head:
Proven bullying: Possible bullying: Unlikely to be bullying:
Parental involvement:

Signed _____ (class teacher)

Signed _____ (Head Teacher/Deputy Head Teacher/ Assistant Head Teacher)

<i>EXCLUSIONS GUIDANCE</i>

At Whyteleaf fixed term exclusions will only be used when:

- there has been an act of serious violence against children or staff
- children or staff are endangered by inappropriate behaviour
- a child is very disruptive and fails to respond to all attempts to modify the situation
- a child is extremely abusive verbally either to pupils or staff and fails to respond to sanctions

At Whyteleaf permanent exclusions will only be used when:

- all other techniques and sanctions (including fixed term exclusions) have been exhausted and when the involvement of the Behaviour and Pupil Support Services has failed to modify behaviour and another serious incident takes place.
- the child shows no sign of wishing to co-operate or change and behaviour continues to be dangerous, disruptive, prejudice-related or abusive.
- A child is persistently racist in words or deeds towards pupils, staff or any other adult in the school and fails to modify this behaviour.

ANY EXCLUSION WILL BE REGARDED AS A LAST RESORT

Appendix 4

The information below should be read in conjunction with latest guidance issued by the department of education. This can be located on their website www.education.gov.uk/

Powers of members of staff to use force

Reasonable force may be used to prevent a pupil doing, or continuing to:

- Commit any offence
- Cause personal injury to, or damage to the property of, any person (including the pupil himself/herself)
- Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil. This does not authorise corporal punishment (Section 548, EA 1996).

Policy and procedures:

This policy covers both the use of force to restrain a pupil (for example, to prevent them injuring somebody), and the use of force to compel a pupil to comply with a reasonable instruction (for example, to leave the classroom).

All staff - authorised and unauthorised - must clearly understand their powers and the options open to them. They must know what is acceptable and what is not.

This policy on the use of force covers:

- a) prevention and de-escalation;
- b) who is authorised to use force (see clauses 93(2) and 95 of the Act);
- c) assessment of the need for staff training;
- d) where force can be used (see clause 93(3)(a) and (b) of the Act);
- e) what types of incident might require the use of force;
- f) what constitutes reasonable force;
- g) special considerations for pupils with special educational needs and disabilities;
- h) reporting and recording incidents;
- i) post-incident support; and
- j) dealing with complaints.

Prevention and de-escalation:

Where the behaviour of a young person appears to be escalating towards a crisis that may require physical intervention it is important that de-escalation strategies are considered. These might include:

- Structuring the environment
Where we choose to speak to the child, whether we sit or stand can communicate the nature of the discussion, e.g. warm and friendly or cold and business like may help the child to modify their own behaviour.
- Planned ignoring
By not giving the attention to minor, harmless attention seeking behaviour, these behaviours are likely to die out. It is equally important to praise appropriate behaviour.
- Prompting
Gentle reminders to a child of what they need to stop doing or to prepare for can help a child to adjust to a change. This can be verbal or sensory input. Be careful to avoid nagging the child.

- **Active listening**
Sometimes listening to what the young person has to say and exploring and acknowledging their feelings through the use of reflective responses can help a young person to feel that someone else acknowledges the reality of their feelings, they are not alone and that someone cares.
- **Backing away**
This is not the same as backing down; you are not giving in but simply giving the young person time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already aroused is likely to exacerbate the situation. Alternatively, allow the young person to back away through offering them a verbal or physical way out.
- **Affection**
If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection – verbal or physical – can help to head off a crisis. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand that the adults really care for them.
- **Non-verbal interventions**
Nods or looks to signal a change of behaviour is needed. Proximity control is using an adult's physical presence to help children modify their own behaviour.
- **Redirecting**
Trying to focus the child away from what they are doing now, on to something else as a way of avoiding trouble.

These last two strategies can be used when none of the above are making a difference and the young person is still agitated.

- **Directive statement**
A clear instruction to the child to stop a certain behaviour or start something else.
- **Time out**
Requiring children to move away to another or quieter area to calm down.

Who is authorised to use force?

The legislation gives statutory power to use force to any person who, in relation to a pupil, is over 18 and a member of the staff of any school at which education is provided for the pupil. 'Member of staff' in relation to a school means any teacher who works at the school. It also means any other person who, with the authority of the head teacher, has lawful control or charge of pupils for whom education is being provided at the school. The other persons who have lawful control or charge of pupils include:

- any paid member of staff whose job involves supervising pupils. This could cover a wide range of support staff including learning support assistants, learning mentors and lunchtime supervisors; and
- people whom the head has temporarily authorised to have control or charge of pupils for.

This could include paid members of staff whose job does not normally involve supervising pupils (such as catering or premises-related staff) and unpaid volunteers (such as parents accompanying pupils on school-organised visits).

The Head Teacher should:

- explicitly inform the people concerned of their responsibilities and ensure that they understand what authorisation entails, and
- keep an up-to-date record of these people and ensure that permanently authorised staff (i.e. staff whose job involves supervising pupils) know who these people are.

In this policy the terms "authorised staff" and "authorised member of staff" include all staff on the school payroll. Paid staff and volunteers who are not authorised to have control or charge of pupils (either by nature of their job or temporary authorisation) do not have statutory power to use force. However, section 93 of the Education and

Inspections Act 2006 does not remove the common law right of any citizen, in an emergency, to use reasonable force in self-defence, to prevent another person from being injured or his property from being damaged. Any member of staff or volunteer has this right.

Searching pupils:

The Violent Crime Reduction Act 2006 authorises head teachers and staff authorised by them to search a pupil for a weapon without the pupil's consent, if they have reasonable suspicion that there is a weapon with the pupil or in his/her possessions. Persons authorised by a Head Teacher to search for weapons may use such force as is reasonable in the circumstances for exercising that power.

Where force can be used:

Authorised staff may only exercise the statutory power to use force where:

- they and the pupil are on the premises of a school at which education is provided for the pupil. The pupil need not necessarily be a registered pupil at that school. The power also applies to pupils from other schools who are on the premises; or
- they are off school premises but are in lawful control or charge of the pupil (for example on a school visit).

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property. Employers providing work experience placements for school pupils only have common law rights to use force.

What types of incident might require the use of force:

There is no legal definition of when it is reasonable to use force. That will always depend on all the circumstances of the case. Any degree of force is unlawful if the circumstances do not warrant the use of force.

Decisions on whether to use force must depend on judgements about:

- the seriousness of the incident, as judged by the effect of the injury, damage or disorder which is likely to result if force is not used;
- the chances of achieving the desired result by other means; and
- the relative risks associated with physical intervention compared with using other strategies.

Wherever possible, these judgements should take account of the particular characteristics of the pupil, including his or her age and any special educational needs or disability he or she may have. Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff.

Section 93 of the Education and Inspections Act 2006 authorises the use of reasonable force to prevent a pupil:

1. Committing a criminal offence, or what would have been a criminal offence if the pupil had been above the age of criminal responsibility (10 or older)
2. Causing injury or damage to property
3. Prejudicing the maintenance of good order and discipline at the school

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is committing, or on the verge of committing, deliberate and serious damage to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others; and
- a pupil absconds from a class or tries to leave school other than at an authorised time.

The judgement on whether to use force in this situation would depend on an assessment of the degree of risk to the pupil if he or she is not kept in the classroom or school (age and understanding would be critical factors).

Examples of situations that fall into the third category are where a pupil:

- refuses to obey an order to leave a classroom;
- is behaving in a way that is seriously disrupting a lesson;
- blocks a door to prevent others from leaving;
- is using a mobile phone to disrupt a lesson (an authorised member of staff could forcibly confiscate the phone by removing it from a hand or desk but could not lawfully search the pupil for the phone); and
- resists attempts to search him or her for a weapon.

In all these cases use of force would only be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

What constitutes reasonable force:

There can be no legal definition of what degree of force is reasonable. That will always depend on the precise circumstances of individual cases. But the degree of force used should always be:

- in proportion to the consequences it is intended to prevent; and
- the minimum needed to achieve the desired result.

What is reasonable force:

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

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of using the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road, or hitting someone with a dangerous object such as a glass bottle or hammer. Except in the most extreme circumstances, staff should always avoid actions that might reasonably be expected to cause injury, for example:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict ability to breathe;
- slapping, punching, kicking or tripping up a pupil;
- twisting or forcing limbs against a joint;
- holding or pulling a pupil by the hair or ear;
- applying pressure to the neck, chest, abdomen or groin areas;
- forcing a pupil onto the floor or holding them face down on the floor; and
- using clothing or belts to restrict movement.

Staff should always avoid touching/restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Under no circumstances should force be threatened or used as a punishment.

Special considerations for pupils with special educational needs, disabilities or specific medical conditions:

The DoF provides additional guidance on physical intervention with pupils who display extreme behaviour associated with learning disability and/or autistic spectrum disorders and pupils with severe behavioural difficulties. This is relevant to special and mainstream schools with such pupils. It is available at on the Department website.

Our policy and practice on use of force takes proper account of the particular special educational needs and disabilities of that pupil. Under the Disability Discrimination Act 1995, the responsible body for a school has a duty to take reasonable steps to ensure disabled pupils are not placed at a substantial disadvantage in comparison with pupils who are not disabled in their access to education and associated services (sometimes referred to as the duty to make reasonable adjustments); this duty should not mean overcompensation. The general principles underlying the school's policy should apply to all pupils.

When reaching a decision about using force in a particular situation, staff will need to take into account relevant factors related to any special educational needs or disabilities of the particular pupil.

The examples below are of situations in which staff would have to question the use of force and determine its suitability and degree.

- A class group waiting for a lesson is physically rowdy. This makes a pupil with an autistic spectrum disorder very anxious. He does not understand the motives or feelings of others, so he starts to hit out at other pupils.
- A pupil takes medication for Attention Deficit and Hyperactivity Disorder. Late one day the effect of the medication is wearing off. A teacher sees him very agitated and jumping up near a third floor window. The pupil has a history of physical abuse in early childhood and reacts badly to any physical contact.
- A pupil with severe learning disabilities understands only single, concrete instructions.
- A lunchtime supervisor sees her in the dinner queue lashing out at other children who have been taunting her about her family.

Even for such examples there are no automatic right answers. The judgement on whether to use force and what force to use should always depend on the precise circumstances of each case and – crucially in the case of such pupils – information about the individual concerned.

After an incident, it may be sensible to involve parents in agreeing an individual pastoral support, behaviour or special educational needs plan that includes strategies to deal with a recurrence of behaviour that could lead to the use of force.

Reporting and recording incidents:

Whyteleaf keeps systematic records of incidents where staff have used force. This does not mean we keep a written record of trivial incidents involving physical contact between staff and pupils. However, where appropriate, incidents at Whyteleaf are recorded on our 'Record of Incident Requiring Use of a physical intervention / breakaway techniques' form (see below). We use the following questions helpful in deciding whether a written record is needed:

- Did the incident cause injury or distress to a pupil or member of staff?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds would, for example, fall into this category.
- Can it justify the use of force? This is particularly relevant where the judgement was very finely balanced.
- Does it help to identify and analyse patterns of pupil behaviour?

If the answer to any of these questions is “yes” a written record should be made.

Such records should provide evidence of defensible decision making in case there is a subsequent complaint or investigation. A record should cover:

- personal data about pupil on whom force was used (name, class group etc);
- context data (day, date, time, location);
- staff involved (directly and as witnesses) and other pupils involved;

nature of the incident;

events leading to the use of force;

- any de-escalation or other strategies used to minimise need for use of force;
- reason for using force and description of force used (type, duration);
- subsequent actions, including those related to the welfare of the pupil and staff involved;
- information given to other staff, parents and external agencies.

All injuries should be reported and recorded in accordance with school procedures. The school should take action to report relevant injuries to staff or pupils to the Health and Safety Executive's Incident Contact Centre:

<http://www.hse.gov.uk/riddor/>.

Post-incident support:

Serious incidents that require use of force can be upsetting to all concerned and result in injuries to the pupil or staff. After an incident ends, it is important to ensure that staff and pupils are given first aid treatment for any injuries and emotional support. Immediate action should be taken to access medical help for any injuries that go beyond basic first aid.

Where force has been used we always contact the parents/carers to discuss the incident.

In the days after an incident we:

- ensure that the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners.

This could include local authority Children's Services or the Youth Offending Team (if the pupil is already under their supervision or has been identified by the YOT as being at risk of becoming engaged in criminal or anti-social behaviour);

- hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the pupil having the chance to redress the relationships with staff and pupils affected by the incident. In some cases, an incident might lead to the decision to exclude a pupil. In these circumstances head teachers must have regard to the DofE guidance on exclusions, which is available on their website.
- help the pupil develop strategies to avoid such crisis points in future and inform relevant staff about these strategies and their roles;
- ensure that staff affected by an incident have continuing support for as long as necessary in respect of:
 - i. physical consequences;
 - ii. support to deal with any emotional stress or loss of confidence;

analysis and reflection on the incident.

Record of Incident Requiring Use of a PHYSICAL INTERVENTION / BREAKAWAY TECHNIQUES

Name of Pupil Involved:		
Class:		
Date of Birth:		
Vulnerable group:		
Name(s) of Staff Involved:		
Others present:		
Date/time of incident:	Date:	Time:
Location of incident:		

Assault on a Young Person

Injury to Adult

Serious assault/police involvement		Accidental	
Actual bodily harm		Deliberate assault by Pupil	
Fighting			

Damage to Property

Absconding

All categories		Within the grounds	
		Off premises	

Sexualised Behaviour

Substance Abuse

All categories		All categories	
----------------	--	----------------	--

Threatening Behaviour

Verbal abuse	
Physical Threatening behaviour	

**What happened in the run up to the incident?
Consider what may have been a trigger to the incident**

What exactly happened?

Describe the de-escalation techniques used *before* the physical intervention

--

Please circle:

Thrive VRFs: Attuning / Validating / Containing / Soothing	Negotiation/ Solution/Options
Distraction	Verbal Advice/support
Time out	Calm Talking
Reassurance	Humour

Which type of intervention was used?

	Type of intervention	Tick
1	The use of barriers to limit freedom or movement	
2	The use of materials or equipment to limit movement	
3	The use of bodily contact to exert influence (restraint)	
4	Seclusion	

Describe the breakaway/disengagement technique used (please circle as appropriate)

Wrist grab/release:	Hair grab:	Clothing grab:	Bite:	Neck grab:
One hand/two handed Thumb inside/thumb outside Pull up/ pull down	Front/side/rear One hand/two hands	One hand/two handed	Personal response/assisted response	Front/side/rear/neck-lock One hand/ two handed
Other (please state):				

Describe the physical intervention technique used (please circle as appropriate)

Guiding/ prompting	Stage 1 Support Hold and/or seated position	Stage 2 Secure Hold and/or Seated position
Shield	Wrap Standing/seated	Envelope Technique Standing/ seated

How long was the Pupil restrained for?	From: mins	To:	Total:
---	---------------	-----	--------

Name of injured party:	
-------------------------------	--

Address and telephone number of injured party.

--

**Was the injured party a staff member, member of the public or another Pupil?
(Please circle)**

1. Staff 2. Member of public 3. Another Pupil

What happened immediately afterwards? What did the Pupil do?

--

What did you do?

--

What are the views of the people involved?

--

Detail any post incident issues including support needs for those involved/ Debrief and any action taken

--

Parents Informed	
-------------------------	--

Agencies informed

Police Involvement	
Social Services	
Child Protection	
Local Education Authority	
Other	

Name of person completing this form	
Date it was completed	

Next review: Summer 2019



E-safety Reporting Form (Appendix 6)

Name of Pupil	Report completed by	Name of victim(s)
Class	Date of incident	Class of victim(s)
Type of concern		
Description of incident		
Name of witness		Class
Witness account		
Action taken		
Review Date:		
Further action required		
Involvement of parents		

Report completed by (*Signed*)..... **Date**.....