



KNIGHTON MEAD
PRIMARY ACADEMY



Behaviour Policy

Policy Monitoring, Evaluation and Review

Version:	1.6
Date created:	29-07-2019
Author:	Jenny Slinger
Ratified by:	Local Academy Council
Date ratified:	18-09-2019
Review date:	August 2022

Revision History:

Version	Date	Author	Summary of Changes:
1.1	28-08-2016	GA	Initial Policy
1.2	29-08-2017	GA	Review
1.3	30-08-2018	GA	Addition of character muscle education
1.4	30-05-2019	CM	Addition of information regarding pupil mobile devices in school
1.5	29-07-2019	JS	Review and updated
1.6	11-11-20	BC	Addition of electronic physical intervention information after physical restraint and internal exclusion after 2 red cards

Behaviour Policy

A consistent approach to behaviour management

This policy sets out to define a code of appropriate behaviour for Knighton Mead Primary Academy. The policy is based on the academy's vision of a safe, nurturing environment and sets out to meet the collective and individual needs of all pupils.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt good standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

Rationale:

- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
- There is a relaxed, pleasant atmosphere, in which children are encouraged to give their best, both in the classroom and in extra-curricular activities and are stimulated to fulfill their potential.
- Children are supported to develop their character so that it supports them both in school and later stages of life.
- It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect of our children.

Academy Values

- ✓ **Show a sense of responsibility within the classroom and around the school.**
 - ✓ **Always say and do the kindest thing.**
 - ✓ **Work hard and do your best to achieve**
- ✓ **Share responsibility and show pride in our environment and community**
 - ✓ **We celebrate the things that make us different**

Assertive Discipline/Restorative Justice

TEACHERS have the right to TEACH and CHILDREN have the right to LEARN

Assertive discipline essentially assists with the right for teachers to teach and children to learn. It emphasises positive messages and places the responsibility for children's choices about their behaviour firmly with the individual. It operates CONSISTENTLY across the WHOLE school and ALL staff are expected to promote it.

The general standard of behaviour is the collective responsibility of the whole staff. This may be during the school day, school trips or outside of school - it is defined as any behaviour which could have repercussions for the orderly running of the school, pose harm to another pupil or member of the public or could adversely affect the reputation of the school.

Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned. These aims are best achieved in a hardworking, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible so discipline can take the form of rewarding, not only punishing with consequences. We aim to emphasise the positive rather than criticise.

<p>We encourage all members of staff to praise in a number of ways:</p> <ul style="list-style-type: none">• A quiet word of encouragement (link to Character Muscles)• A positive written comment on a piece of work• Stickers to put on green tally chart• A visit to another member of staff, or the Principal• Praise in front of the group, class or whole school• Acknowledgment by presentation at a good news assembly• Giving a special privilege• Display of work• Inviting parents / carers in to share good work• A phone call home to share good news• A letter home to parents / carers informing them of some action or achievement deserving praise e.g. attendance	<p>The following actions have consequences:</p> <ul style="list-style-type: none">• Disrespectful behaviour including• Physical/ verbal aggression or play fighting• Pupils who are found to have made malicious accusations against school staff• Breaking school rules• Failing to follow instructions• Not completing work to an expected standard
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Our 'Good News' assemblies on a Friday publicly recognise good choices. A weekly good news assembly takes place. The Principal or Vice Principal visit classrooms at least once a day.

When we do have to mediate, all members of staff follow the outlined policy and these powers lie with them. We attempt to be constructive by giving advice on how to improve. The majority of pupils will

respond to encouragement and a good reward system is essential for progress. By promoting positive behaviour and good work, we hope to set the standards that we all wish to see throughout the school.

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern, their parents will be contacted and the matter discussed. When a red card is given, parents will be spoken to on the same day.

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline approach that is based on respect for all members of the school community.

Knighton Mead Primary Academy staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes sometime and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour
- We are consistent

<p><u>All staff will always:</u></p> <ul style="list-style-type: none"> • Keep calm • Listen • Be positive and have a welcoming manner (smile) • Build rapport • Carry out any consequences that have had to be set out • Be consistent • Follow up problems to their conclusion • Always promote school values • Address unacceptable behaviour using a quiet and controlled voice using phrases such as: 'Kate, I need you to.....thank you' • Use the consequences sequence as outlined below • Accept a child's apology in a positive way. Remember it is the behaviour which is unacceptable not the child 	<p><u>All staff will always avoid:</u></p> <ul style="list-style-type: none"> • Humiliating – it breeds resentment • Shouting – it diminishes you • Over reacting – the problem escalates • Blanket punishments – the innocent will resent them • Over punishment • Sarcasm • Leaving pupils outside rooms
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Investigation is needed when...

Discussion over appropriate consequence is needed

Member of staff is finding it a challenge to unpick the incident or time investment that should be made.

There is no resolution

A complex incident has occurred or a high need child is involved

Things can't be de-escalated

Parent/guardian meeting is required

Generally, structure to follow is: support staff-teacher/Pastoral Lead-Phase Leader-Principal/Vice Principal

Character Muscles

At Knighton Mead, we believe developing a child's character is equally as important as the academic education they receive. We teach character through all aspects of daily life and this is incorporated within lessons. Before character can become an integral part of teaching and learning, the basic concept must first be taught. Guy Claxton's metaphor of seeing these characteristics as 'muscles' is very helpful as it conveys a number of key points that the teaching phase needs to help children understand...

- We all have all of these qualities to a greater or lesser extent
- Through conscious exercise and focus they can be made stronger
- A characteristic that is built through one exercise is transferable to a different context
- The correct combination of muscles applied to the task at hand is the route to success
- If we have areas that are perceived as weaker-the best response is not to avoid this 'muscle' but to make yourself exercise it (confidence, self-control etc.)
- Successful people are a combination of these basic muscles. Whilst it may not be possible to play football all day, there are plenty of opportunities to strengthen teamwork, creativity, self-control, perseverance and the many other qualities that combine into success. These are then transferred from one activity to another
- It is important that children internalize the idea that we each possess the full range of characteristics celebrated, and that they can strengthen all of these capacities through sustained effort. School is a great opportunity to explore new ways to develop these transferable, and valued, human traits

Practical Steps

We teach children that at different times (and for different tasks) we need to draw on different aspects of our personality to achieve. This is true socially, academically, and in terms of self-belief.

- Help pupils explore their own strengths, and those of others. Be careful not to allow children to think that their current strengths and weaknesses are fixed. Areas of weakness are made stronger through practice. Pupils may draw an avatar of themselves listing their existing strengths on the inside of this figure, and identifying areas they would like/need to further strengthen on the outside.
- Deconstruct the characteristics needed to succeed in various fields-author, footballer, hairdresser, anything pupils admire. There is a lot of common ground, and whilst we cannot play football all day, we find many ways to strengthen teamwork, perseverance, imitation, communication etc.
- Build self-belief. Where pupils feel they have a weakness, ask them to think of times they have evidenced that characteristic. Can't concentrate? What's the longest you have ever played a computer game for? This shows children that these skills are transferable to different contexts—and that they do have the capacity to improve.

Behaviour strategies and the teaching of good behaviour – It's Good to be Green!

Rewards and sanctions;

Each class has an agreed code of behaviour displayed on the classroom wall. It shows the basic values of the class which are expected to be adhered to.

VALUES FOR CHILDREN

Our school values are:

- ✓ Show a sense of **responsibility** within the classroom and around the school.

- ✓ Always say and do the **kindest** thing.
- ✓ Work hard and do your best to **achieve**
- ✓ Share responsibility and show **pride** in our environment and community
- ✓ We **celebrate** the things that make us different

Within classes, these are broken down into smaller steps suitable to the year group.

IT'S GOOD TO BE GREEN

Every class has a wall chart displaying each child's name. Every morning each child has a fresh start and turns their card to green. The warning and consequence cards work in the way described in the section 'Consequences for poor choices'. At the end of the day, any child who is still on green gets a house point on their chart.

HOUSE POINT CHARTS AND LANYARDS

As a child enters school, they are assigned to a house group which they will move through the academy with. Events and rewards will be organised for house groups depending upon their performance throughout the academy year. Children receive a lanyard in the appropriate colour where they will keep badges. Lanyards are to be worn to Friday assemblies where they will start to collect badges. They are not to be taken home until the end of year six as a celebration.

Every class has a ***It's Good to be Green*** sticker chart. This is central to the House System. A child can receive a house point for various things.

House points are awarded for good behaviour, a positive attitude, perseverance, politeness, good work and showing respect to adults or peers. Staff will also give house points for good work, good behaviour, and personal achievements and so on.

The children put their house point stickers on their chart and add a point to their house tally.

Every time a child gets receives 90 house points they receive a badge. The children's names are collected and their parents are invited to the next Friday assembly, where they will see their child get a badge. The badges accumulate as follows:

90 house points	green badge
180 house points	yellow badge
270 house points	red badge
360 house points	blue badge
450 house points	green merit badge
540 house points	yellow merit badge
630 house points	red merit badge
720 house points	blue merit badge
900 house points	bronze enamel badge
1080 house points	silver enamel badge
1260 house points	gold enamel badge

When children get to GOLD, they remove their other badges and take them home so that their lanyard has any special award badges and their gold badge on this only. Children will aim to complete this cycle 3 times in their life at Knighton Mead. Any child that gets gold 3 times will become an ambassador for the school and will be rewarded with a Principal's award badge.

A class reward system (e.g. pasta in a jar, etc) should be adopted to develop a community spirit within the class. Rewards should be given for team work, being good friends, supporting one another. Prizes for this can be decided upon by the class teacher with the class.

Organisation and facilities

A detailed and structured programme of activities are offered at break and lunchtime for children to access. Some children have to attend certain activities as part of their personalised behaviour plan. There is a drop in that vulnerable children can be referred to. Because of the range of activities on offer, children should be able to find something to interest and occupy them at the unstructured time.

Pupil support systems

We have personalised behaviour plans to support children with specific needs. These are formulated alongside external agencies in a 'vulnerable children plan' that is shared with all staff. These support and provide break time and lunchtime activities and provide staff with an understanding of triggers and ways to help them. We provide internal individualised learning charts on a case by case basis, decided by RB2L. Parents are also involved in these.

Managing pupil transition

Lengthy and thoughtful transition work takes place with the feeder secondary school involving children having time to meet with the pastoral head of year and complete work and testing for them. All secondary schools that we support children in moving to are sent progress and personal information about the children and they have designated meetings with the SENCo and Pastoral Lead.

LUNCHTIMES

Lunchtime supervisors are encouraged to give out house points to children demonstrating the academy values and good behaviour. No one should be left inside without adult supervision or sat inside at break times. Inappropriate behaviour at lunchtime will result in a 5 minute cooling off time by the wall. If a red card is given, a member of SLT (preferably PL then VP, then P) will sit with the child whilst they complete their Reflection Sheet. They will follow the same warning and consequence card system as exists in class. Seek support from Pastoral Lead around whether a red card should be given, if unsure. Persistent inappropriate behaviour may result in a lunchtime exclusion decided by VP/P.

Inappropriate behaviour will be reported via the lunchtime supervisors to the class teacher or a senior member of staff. The SLT regularly discuss lunchtime issues including the management of behaviour at meetings and with key adults.

GUIDANCE FOR THE PLAYGROUND

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined (where appropriate, a yellow form will be completed). Coaching language should be used to develop self-reflection and solutions.
2. Children should be asked to apologise after disputes. Time needs to be put aside to repair and rebuild.
3. School policy should be applied consistently and children reminded of these regularly.
4. A lunchtime supervisor can require a child to have time out on 'the wall' if a minor offence has been committed. This would be 5 minutes and a warning would be given. If a child continues to misbehave after a warning from lunchtime, the behaviour system will be followed on in class.
5. Lunchtime supervisors are equipped with the skills and expertise to handle challenging behaviour. They will initially resolve situations and will seek support from SLT/Pastoral lead if necessary. Prompts on yellow forms will be referred to.

CONSEQUENCES FOR POOR CHOICES

If behaviour less than that which is expected is shown, teachers will address this. They will then decide the appropriate action or strategy to be employed. Each class has a **good to be green** wall chart and set of cards for each child. Our disciplinary procedure is as follows:

1. A warning look
2. Verbal warning
3. Yellow card for the chart
4. Child gets a red card. Child takes red card to an alternative classroom and has 5 minutes out to reflect before returning to their classroom. They then spend 15 minutes of the next available break or lunchtime inside in order to reflect upon the matter and in order to discuss it with an adult fully. Reflection sheet is filled in and teacher informs parents. Recorded on CPOMs.
5. 2 x red cards in a week = out of class (internal exclusion). 3 x red cards in a week = Offsite exclusions will be considered by the P/VP on a case by case basis to another TMET setting. This could then escalate to an external exclusion.

Consequences for persistently receiving red cards may include:

- Breaktimes and lunchtimes being spent inside in a controlled small group to support the development of social skills
- Child cannot attend any clubs, trips or after school activities for a specified period
- Persistently disruptive pupils will be placed in an area away from other pupils for a specified period, in what are often referred to as a period of seclusion or isolation.

Social Emotional Mental Health team will be requested to support children who display consistently challenging behaviour and the agency will work with the academy to offer advice on behaviour. This advice is often extended to parents.

RACIST INCIDENTS

Knighton Mead Primary Academy takes a no tolerance view to racism (see our anti-racism policy). All incidents are recorded, investigated and reported according to the school's Racist Incidents Recording, Reporting and Investigating Procedures. All recorded on CPOMs.

GUIDELINES ON INTERVENING IN PHYSICAL DISPUTES

Through the implementation of this policy, we expect physical disputes to be an extremely rare occurrence. However, if a child does lose his / her temper and become involved in a physical altercation it will be taken extremely seriously. If a member of staff witnesses this, they must remember:

- Our first duty is to prevent any harm to any pupil
- To set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary. Ratio of intervention should be 2 adults:1 child
- Verbally instruct other children to move away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the altercation

- It is the academy policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the school's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children

If a pupil leaves the classroom without consent, we will establish where he or she has gone. Teachers may be unable to follow them due to the adult ratios and; if so, will send a message to or call another class on the classroom phone for additional support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds; unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If the child is not in sight, the police will be informed that a pupil has left school and is at risk.

Physical Intervention

In line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the academy.

The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

For further details, please see the Appendix A : TMET Restrictive Physical Intervention Policy at the end of this policy.

VERBAL ALTERCATIONS

Pupils should always be required to apologise to the person they have abused (where appropriate, after they have had time away from the situation). In more serious cases, class teachers may decide that a pupil should miss their playtime, receive a yellow or red card, or they may refer the matter to the Vice Principal/Principal. The Principal will be informed if there has been racial or homophobic verbal abuse, and parents will be contacted. All incidents are recorded on CPOMs.

DEALING WITH CHILDREN WHO ARE NOT RESPONDING TO THE 'GOOD TO BE GREEN' SYSTEM

In exceptional circumstances and for children whom have identified needs (SEMH), the Good to be Green system may need individualising. For these children, additional behaviour plans will be in place and will aim to support the child in making a positive contribution to everyday school life. Whilst these needs may explain instances of poor behaviour, they must never be seen to excuse it. The behaviour plan supports the child in meeting the expectations of the school system, rather than lowering them. In these circumstances, the class teacher should be the first port of call. It is expected that adults will handle situations involving children in a considerate and caring manner.

On occasion, it might be feasible and necessary to remove the rest of the class to another location. If this is not possible, and the child is continuing to cause an unacceptable/unsafe disturbance, then send for the most senior member of staff available, who will help to deescalate and if necessary remove the child to a place of safety.

Criteria for removing a child must be:

- High level of disruption to the learning environment
- Risk to other child's safety
- Risk to staff safety
- Risk to child's own safety

Where there is a need under the criteria for physical contact it MUST involve a member of staff who has completed their TeamTeach training. If an additional member of staff is not already present, additional adult support must be called for immediately. If the child is kicking, then shoes should be removed first, if possible, to avoid injury to staff. Staff should use the recognised Team Teach escorts and holds, as appropriate to the situation.

Staff should be aware of and have regard to the particular handling advice for individual pupils who have a 'positive handling plan'.

There is a list of staff who are TeamTeach trained on the safeguarding noticeboard in the staffroom

SECLUSION

The child should be taken to the nearest place of safety to deescalate and remove them from the situation. If the child remains physically heightened, two staff should stay with the child until the child is calm. If there is risk to the safety of adults involved, or the child cannot calm down while the adult is present, the door to the room may be closed. In this case, adults should monitor through the window, and keep a written log of what is happening in order for this to be put on CPOMs at a later time.

RECORDING

Any instances requiring a physical hold/lift should complete the electronic physical intervention form. The link is as follows: [https://my.leicester.gov.uk/service/Physical Intervention Record](https://my.leicester.gov.uk/service/Physical_Intervention_Record)

When we restrain a child, we have to fill out an Electronic Physical Intervention Form. The EPIF folder is on the server in the Inclusion Folder. This should then be logged on to CPOMS.

A log of seclusion should be kept by whichever adult is supervising. The paper should be signed and dated when seclusion is completed, and given to the Principal.

Any significant incident of poor behaviour (not covered by the 'good to be green' system) should be recorded on an incident form. Any member of staff can complete a form. The form should record what has happened, as well as the accounts of victim, perpetrator and significant witnesses. All accounts should be listened to non-judgementally, and recorded as they are given. The completed form should be handed to a member of SLT or the Inclusion Lead, who will decide on a suitable consequence, and consider who needs to be informed, and how. All information should be logged on CPOMS.

DAMAGE TO PROPERTY

Damage to school property through misbehaviour, whether it be to the fabric of the building or other school property, such as books, which are defaced or damaged, will be reported to parents. Where appropriate, a request will be made for a contribution towards the cost of repair or replacement.

BULLYING

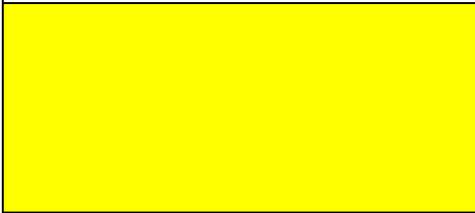
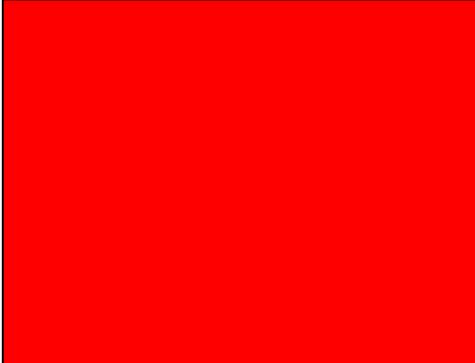
Incidents of bullying MUST be reported to the Vice Principal/Principal immediately and staff must follow the guidance set out in the school's Anti Bullying Policy. There is a clear understanding of what bullying is from staff, children and families – on purpose and on more than one occasion.

MOBILE DEVICES

Students are permitted to bring mobile devices to school, however must leave these devices at the school reception at the start of the school day and collect their devices at the end of the school day. Students found with mobile devices on their person during the school day will have their mobile device confiscated. Confiscated devices must be collected at the end of the same day. On the third instance of the phone being confiscated in the same academic year, the phone will only be returned to the parent/carer.

Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

Mobile devices in school are the students' responsibility. The school/Trust accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

	<p><u>Step 1:</u> A warning look</p>
	<p><u>Step 2:</u> A verbal warning</p>
	<p><u>Step 3:</u> Yellow card</p>
	<p><u>Step 4:</u> Red card taken to the phase leader at next break time to miss 15 minutes and to complete Reflection Sheet. Parents informed by the end of the day.</p>
<p>2 red cards in a week</p>	<p><u>Step 5:</u> Child to go immediately to the Vice Principal or Principal for time out and internal exclusion.</p>
<p>3 red cards in a week</p>	<p><u>Step 6:</u> Child to go immediately to the Vice Principal or Principal for time out and internal exclusion. Child to then go to another TMET school for the day. P/VP to contact parent.</p>

Break time conduct



Wait quietly at the door in a line until an adult is out on duty.



When necessary the teacher on duty will choose children to play football and give out coloured bands.



Respect the trees and environment. Do not pull on the branches or leaves as you will harm them.



First whistle blow = stand still

Second whistle blow = line up sensibly and wait for your teacher to lead you in to the building in a calm manner.

Appendix A

Restrictive Physical Intervention Policy

(addendum to School Behaviour Policy)

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

Version:	1.0
Date created:	March 2021
Author:	MOL/EMA
Ratified by:	Executive Team
Date ratified:	20/04/2021
Review date:	Annually

Revision History:

Version	Date	Author	Summary of Changes:
1.0	March 2021	MOL/EMA	New policy addendum

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1. Introduction

- a. Guidance concerning the use of reasonable force to restrain pupils can be found in section 550(A) of the Education Act 1996, as inserted by section 4 of the Education Act 1997. This provision was extended to include all schools by section 131 of the School Standards and Framework Act 1998.
- b. This policy should be read in conjunction with the Use of Reasonable Force (July 2013) DfE Guidance document for headteachers, staff and governing bodies.

2. Other Policies

Other policies to be read in conjunction with this policy:

- Behaviour for Learning
- Health & Safety
- Looked after Children
- Safeguarding (Child Protection)
- Special Educational Needs

3. Rationale

- 3.1 The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:
 - committing a criminal offence
 - injuring themselves or others
 - damaging property
 - acting in a way that is counter to maintaining good order and discipline at the school
- 3.2 This power may be used where the student (including students from other schools) is on MAT premises or elsewhere in the lawful control or in the charge of a staff member.
- 3.3 There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should always be the minimum needed to achieve the desired result.
- 3.4 The Act does not cover more extreme situations, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

4. What is reasonable force?

- 4.1 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.

- 4.2 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.
- 4.3 'Reasonable in the circumstances' means using no more force than is needed.
- 4.4 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.
- 4.5 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.
- 4.6 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.

5. Minimising the need to use reasonable force

- 5.1 Staff should always try to deal with the situation using other agreed strategies to calm a situation before considering using force.
- 5.2 Although the MAT recognises that preventative measures will not always work, there are numerous steps that will be taken in order to help reduce the likelihood of situations arising where the power to use force may need to be exercised. We endeavour to:
 - Create a calm, orderly and supportive MAT environment that minimises the risk of violence of any kind
 - Develop effective relationships between students and staff that are central to good order
 - Adopt a whole-school approach to developing social and emotional skills
 - Take a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also support each other during and after an incident
 - Recognise that challenging behaviours are often foreseeable
 - Effectively manage individual incidents while understanding the importance of communicating calmly with the student, using non-threatening verbal body language and ensuring that the student can see a way out of a situation. For example, students should always be given an option of going to a quiet space with the staff member away from bystanders and other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil
 - Wherever practical, warning a student that force may have to be used before using force.

6. Staff authorised to use reasonable force

The staff to which this power applies are defined in Section 93 of the Education and Inspections Act 2006. These are:

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

7. When can reasonable force be used?

7.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

7.2 In a school, force is used for two main purposes – to control pupils or to restrain them.

7.3 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.

7.4 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

7.5 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.

7.6 Schools cannot:

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

7.7 In these examples use of force would 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 be realistically dealt with by any other means.

8. Deciding whether to use reasonable force

- 8.1 Staff should only use force when the risk of not using force significantly outweighs those of using force. Then the judgement whether to use force and what force to use should always depend on the circumstances of each case. Students with SEN and/or disabilities should be handled according to information about the individual student concerned (see section on 'Staff Training')
- 8.2 Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:
- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
 - The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified
 - The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means the more likely it is that using force can be justified.
 - The relative risks associated with the physical intervention compared to the risks of using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force can be justified

9. Using reasonable force

- 9.1 Staff, as far as possible, should not use force unless or until another responsible adult is present to support, observe and call for assistance. Then staff should always only use the minimum amount of force to achieve the desired effect.
- 9.2 Before using reasonable force, staff should, wherever practical tell the pupil to stop misbehaving and communicate in a calm measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- 9.3 Types of reasonable force used could include:
- Passive physical contact resulting from standing between students or staff and students
 - Active physical contact such as leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back
 - In more extreme circumstances, using appropriate restrictive holds
- 9.4 Where there is a high and immediate risk of death or of serious injury, any member of staff would be justified in taking necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include

preventing a student running off the pavement onto a busy road or preventing a student hitting someone with a dangerous object such as a glass bottle or hammer.

- 9.5 Staff should always make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student.
- 9.6 Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate.

10. Power to search pupils without consent

- 10.1 In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” :
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 10.2 Force cannot be used to search for items banned under the school rules.

11. Staff Training

- 11.1 The Special Educational Needs Co-ordinator (SENDco) will also make individual risk assessments available to staff where it is known that force is more likely to be necessary to restrain a particular student, such as a student whose SEN and/or disability is associated with extreme behaviour. Appropriate training will be given to the necessary staff working with these students on a regular basis, and College staff will be notified about procedures in place.
- 11.2 Some key members of Inclusion staff and at least one member of SLT within each school and College will be trained and regularly updated in the use of positive handling. Usually the staff are those most likely to find themselves in a situation that may require the use of reasonable force and are therefore trained to do this correctly and in a lawful manner.

12. Recording/reporting Incidents

12.1 All TMET schools and colleges will keep records of every incident in which force has been used, in accordance to TMET policy and procedures and safeguarding requirements. The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform TMET improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

12.2 Staff that can be called if a situation arises include:

- Behaviour Intervention Coordinator
- SENDco
- Support staff – trained and confident to deal with the situation
- Vice Principal
- Principal
- Head of School
- Headteacher

Staff to be informed if / when restraint takes place:

- Vice Principal
- Principal
- Head of School
- Headteacher

12.3 'Use of Reasonable Force to Control or Restrain Pupils' forms should be completed by:

- All members of staff involved
- Vice Principal
- Principal
- Head of School
- Headteacher

12.4 Parents/carers to be informed on the same day by:

- Head of Year
- Assistant or Vice Principal
- Head of School
- Headteacher