



**Wood Ley Community
Primary School**

Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance with school values and rules
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the **repetitive, intentional harming** of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board/curriculum and standards committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board/curriculum and standards committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board/curriculum and standards committee giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a monthly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojo points
- Stickers
- Certificates and awards
- Golden ticket
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Pupil's name recorded on the board as a reminder to regulate behaviour
- Sending the pupil out of the class for time out to reflect on behaviour and calm
- Expecting work to be completed at home, or at break or lunchtime
- Reflection time at break or lunchtime, or after school to discuss choices and the implications
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

See appendix 3 for sample letters to parents about their child's behaviour.

Pupils may be sent to another room / resource area / library or meeting room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Please refer to child protection and safeguarding policy and child-on-child sexual abuse procedure documents.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Fixed term suspension
- Permanent Exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Applying zones of regulation strategies and tools to support behaviour regulation

8.2 Classroom Strategies for Developing a Positive Approach

At the beginning of the school year and the onset of each new term, the class teacher will discuss with the class the school values and rules, which will be displayed clearly in the room. Discussion should include reasoned arguments, so the pupils understand and come to some consensus of opinion as to why certain rules are necessary.

The 'rules' should be written in a positive manner, avoiding 'do not' phrases and pupils should be reminded of 'the rule' as a form of positive reinforcement and see how this links with our core school values.

Early Years/Foundation classes display a reduced list of the school rules, which they may wish to reword to create the class rules, to suit their own classes, but follow the general whole school approach.

Please refer to appendix 1 - written statement of behaviour principles and core school values

The rules will be discussed with pupils and staff on an annual basis, with the purpose of reviewing and revising them, where appropriate. Rules are based around the core school values and rules:

- We are kind and helpful
- We treat others with respect
- We work hard and try our best
- We look after property
- We listen to people and show respect
- We treat others how we would like to be treated.
- We are honest.

These are revisited regularly and reinforced through school and class assemblies, PSHE lessons, SMSC days and Stormbreaks.

It is important that the pupil's develop a sense of responsibility for their actions and that there will be consequences for unacceptable behaviours.

Each day is a new day for each pupil. As far as possible behaviours and consequences should relate to the day in which the incident occurred. Key Stage 1 and Foundation teachers will break the day into am and pm sessions. The teachers will take into account each pupils' needs, everyone should be able to value the system as being 'fair for all'.

The teacher is the facilitator of good behaviour. How teachers communicate, develop their authority, respect and compliance and how they convey their expectations to the pupils is an important area of teaching.

- Speak in a low and confident voice, it has greater impact than shouting.
- Only start a lesson when everyone is paying attention.
- Communicate in a clear and concise way, ensuring that instructions have been understood by all.

- Be aware of and differentiate for the pupils with special needs.
- Reinforce the expected behaviour without using a confrontational approach or language.
- Avoid yourself or the pupil having to lose face.
- Don't ask the question 'Why are you....? Say 'What are you doing? What should you be doing?'
- Be consistent and fair in your approach.
- Take time to analyse situations correctly, so that the wrong pupil is not reprimanded.
- Ensure that you have all that you need for the lesson and plan for possible disruptions, so those situations can be avoided.
- Encourage pupils to modify their own behaviours and facilitate the understanding of and engagement with zones of regulation. Provide opportunities for children to explore the zones and appropriate tools to help them understand their own emotions and regulate behaviour.
- Circle Time and stormbreaks should be used to facilitate discussions relating to behaviour and relationship issues. Ensure pupils respect each other's opinions. We should be developing the moral values of the pupils.
- To improve poor work, ensure the pupils know the time limits of the task and that the targets set for the task are achieved. Reward the completion of tasks appropriately.
- Tactically ignore off task behaviour and reinforce good work and attitudes.

8.3 Strategies for dealing with disruptive individuals, groups or classes

These strategies are applied to the above groups and the information obtained can be used to develop individual/group/class behavior support plans. Early intervention is essential and it is important that staff work together to support pupils and colleagues. Consistency and coherence is crucial to the success of a positive behaviour policy.

- Draw up a behaviour profile or observation sheet. This is a record of on/off task behaviour and it should indicate when certain behaviours are occurring, the curriculum area/time of day and the supervising member of staff. When observations have been completed a pattern of behaviour will be evident and this will lead to informed target setting, monitoring and evaluation. The triggers to specific behaviours can be identified and staff should consider changes to classroom management as a remedy.
- With the support of the SEN Co-ordinator and senior leaders, draw up an Individual Education/Behaviour Plan, using self-evaluation target setting. (Behaviour Ladder) These can be of a pictorial design to cater for all abilities. They should be clearly understood by everyone.
- Poor behaviour may be the only means by which pupils feel they can draw attention to themselves. Ensure that any underlying problems have not been missed.

- It is important that we work together to support and encourage positive behaviour. The “open door policy” of the school supports home/school links, as all staff are usually available at the end of the school day for a “quick chat” or phone call to discuss and share information. Class dojo can be used to share information but parents need to be mindful staff will be unable to reply whilst they are teaching, therefore any urgent messages should be directed through the school office. The Headteacher, Senior Leadership Team and class teacher should be kept informed of all developments.
- Should unacceptable behaviour persist the class teacher, Headteacher, Senior Leadership Team and SEN Co-ordinator should discuss the situation with parents/carers as soon as possible, so that positive home/school links are developed and maintained. A record of the discussion and action plan arising from the parent / carer meeting should be added to the welfare and behaviour log and paperwork kept in the pupil’s personal folder in the secure filing cabinet in the HUB.
- The class teacher should consider the use of a low stimulus work station, in the classroom, so that on task behaviour can be reinforced.
- 'Time out' can be an effective process to enable children to re-focus and regulate themselves. It can allow for a situation to be defused and it can support colleagues. 'Time out' should be used sparingly or it will lose its impact. As part of a behaviour plan, therefore by prior arrangement, a pupil can be sent to a supporting colleague, where work will be completed. The pupil should not be sent on their own, but accompanied by a responsible pupil, ensuring they arrive at their destination.
- The 'Red Card' should be used to summon assistance. A responsible pupil is sent to the delegated member of staff with a clear message. All staff, teaching and non-teaching, use the red card system.
- Staff should be aware of Attention Deficit Disorder, Attention Hyperactive Disorder and Autistic Spectrum Disorder when evaluating a behaviour profile. Early identification is essential.
- Positive reinforcement of the 'rule' or desired behaviour is encouraged, focusing on achieving targets.
- When everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships with all those involved. The focus must be restoring any harm done, and using the incident primarily as a “teachable moment.”

Community service in school can be used as a restorative means of reinforcing school values and rebuilding relationships. This will be sanctioned by a member of the senior leadership team following a meeting with the pupils involved.

Use should be made of the key restorative questions:

To the harmed

- What’s happened?
- What were you thinking at the time?

- What have you thought about it since?
- How have you and others been affected?
- In what way?
- What do you think needs to be done to make things better/right to help you move on?

To the harmer

- What's happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who was affected?
- How were they affected?
- What do you think you need to do to make things right?

Tools such as Comic Strip Conversations may be helpful in this process.

The child/children should be reminded of the school rules and/or classroom and asked how they can put things right. Consequences should be appropriate; they should be natural or logical consequences to fit the act. We need to make it clear that it is something the child has done that is disapproved of and not the child themselves. Consequences must be followed through or we risk teaching children that what we say can be safely ignored. **Individual Education and Behaviour Plans** should include clear targets and self-evaluation. A contract can be drawn up between the pupil and the class teacher to enable the pupil to take ownership of their actions and assist in the development of a sense of responsibility. In the case of dealing with pupil's with identified behaviour difficulties a personalised approach should be used to address their individual needs rather than trying to simply apply the universal system. Daily report card can be used for a limited time where behaviour is graded throughout the day and pupil work towards a positive outcome

8.4 Conduct within School

Attendance

- Pupils are expected to attend school every day and arrive from 8.40am. The school day starts at 8.50am. Punctuality is important.
- Parents are encouraged to walk to school, with their child/ren, when ever possible.
- Parents arriving by car, park at Mid Suffolk Leisure Centre, Chilton Fields or outside the school, away from the school entrance.
- Parents and pupils should use the pedestrian access and **not** cross the car park .
- The Headteacher/Senior Leadership Team will be on duty outside the main reception area of the school from 8.40am each day and will guide the pupils through the Key Stage Two side

gate and into their classroom, via the outside door. Teachers will be available to greet pupils, in the classroom, from 8.40am.

- Pupils who have an identified need for additional support will be greeted at the gate area by an allocated teaching assistant.
- Parents/Carers should contact the school, by telephone, or use the online parent mail reporting service if pupils are absent and send a letter of explanation as the pupil returns to school. If a telephone message has not been received by the school, the school will contact Parents/Carers, at the earliest opportunity, to confirm a pupil's reason for absence. Any persistent absences will be followed up with the Educational Welfare Officer (EWO).
- If a pupil is late arriving at school, they should enter via the main entrance, so that they are met by a member of staff and their attendance is recorded.

In School

- Pupils should enter (and leave) the classroom areas in a quiet and safe manner.
- Pupils should walk around school at all times.
- Pupils are expected to work quietly and complete the tasks set and should not disturb others. Everyone has the right to learn and teachers have the right to teach.
- All staff should ensure that the standard of behaviour is high and discipline is consistently applied. If there are differences in what is considered to be acceptable behaviour, these should be discussed at a whole staff meeting, when a common approach can be adopted.
- Pupils should be courteous and polite to their peers, adults and visitors.
- At all times staff should ensure that the pupils are developing their self-esteem and confidence.
- Pupils should be given opportunities to develop a sense of responsibility by caring for the school, the community environment and their peers.
- Every member of staff should make it clear to the pupils how they should respond to questions, as this may vary according to the curriculum area.

Play times

- Children should refrain from being inside school at playtimes, unless they are supervised or have a responsible duty such as librarian.
- Pupils must ask permission to go to the toilet so staff.
- Children who have to stay in at playtime, for medical reasons, should stay in the Library.

Wet playtimes

- Each Class has a selection of quiet games or materials. Equipment should be labelled to

show that it may be used at these times.

- Staff on duty share the responsibility of supervising the children in their classrooms.

On Leaving School

- The class teacher will escort pupils to the playground. Year 5 / 6 children leave school on their own through the green gate if parental permission has been given.
- Any pupil who has not been collected will be taken to the Library. If there is a long delay the parent, followed by the named person will be contacted.
- Parents and pupils are requested to leave by the footpaths.

Procedures within School

- The supervising staff will deal with minor incidents.
- More persistent or serious unacceptable behaviour will be dealt with, within the following framework.
- Initially by the class teacher,

Use target setting and rewards to modify behaviour

Contact and involvement of parents/carers

Support of SEN Co-ordinator

Inform Headteacher/Senior Leadership Team.

Please refer to school behaviour ladder for further details.

- **Persistent Misbehaviour**

Inform Headteacher/Senior Leadership Team

Instigation of a School Based Action Behaviour Plan or Pastoral Support Plan

Completion of a school behaviour log, sanction such as **reflection time** given where pupils are given time to consider and discuss their feelings and subsequent actions., complete a **feelings reflection log** or carries out **school based community** service.

Continued involvement of parents/carers.

All behaviour logs must be completed by the teacher or teaching assistant witnessing the incident and passed to the headteacher. A record of the incident will be placed on the school welfare and behaviour log and the paperwork will be placed in the pupil's personal file in the secure filing cabinet in the HUB.

- **Serious Violent Misbehaviour**

Seek advice from outside agencies and incorporate into above plan. A risk assessment form will be

completed outlining hazards, triggers, risk rating and procedures in place to reduce risks.

Ultimately the sanction of exclusion may become necessary and the Headteacher will consult the Local Authority and Governing Body ensuring the appropriate guidelines have been adhered to. (Education Act 1997)

Exclusion

- Exclusion should be a last resort and it should be seen that intervention support measures have been tried before exclusion is considered. The exception to this is, if the behaviour is of such a severe nature, that exclusion is the only option. After the incident has been discussed with parents, a letter should be sent to them, clearly stating the reasons for the exclusion and the arrangements for the pupils return to school. The Headteacher should also observe the guidance given in the Social Inclusion document, referring to the 'Pastoral Support Programme' and 'Exclusion from School – Suffolk LA Guidance to Schools'.
- Before a pupil returns to school a Re-integration meeting will be held on the morning of the planned return. This meeting will be held by the Headteacher or in her absence a member of the Senior Leadership Team, SEN Co-ordinator, the class teacher, the pupil and the parents/carers. This will ensure a smooth and positive re-integration back into school.

See Exclusion policy

8.5 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum of 1 lesson.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as :

- Meetings with class teacher / headteacher
- Use of teaching assistants

8.6 Physical restraint

Physical restraint may be necessary where pupil/s are engaged in behaviour which may cause harm to themselves, others or property. The staff may use physical restraint to protect the child and or others

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (**see appendix 2** for a behaviour log)

Use of Physical Restraint

Physical restraint may be necessary where pupil/s are engaged in behaviour which may cause harm to themselves, others or property. The staff may use physical restraint to protect the child and or others.

The following points should be considered:-

- No more than minimum necessary force should be used, taking into account all circumstances.
- Such interventions should only be used if they are likely to succeed.
- If possible one or more adult should be present (Red card system).
- The purpose of the intervention is to restore safety and restraint should not continue for longer than is necessary.
- Seek to avoid injury and do not put yourself at risk.
- Withdraw to a quiet area in school, for example the library or HUB.
- Parents should be informed immediately of the reasons as to how and why restraint was necessary and the incident should be recorded by all those involved in the situation and the reports handed to the Headteacher.
- If a pupil is known to have behaviour problems a risk assessment should be discussed, agreed upon and shared with all staff. Action plans such as class evacuation etc. should be planned for.
- Any pupil who requires complex or repeated physical management should have a prescribed written policy that should be included in the Individual Education Plan and is agreed by the pupil, where understanding permits, parent/carer and staff. Under such circumstances all

staff should be informed as to the correct procedure for managing the pupil.

- Any injuries to adults or pupils should be recorded on the non accidental injuries form.

The Use of Reasonable Force

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 upper arm/elbow 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.
- 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 upper arm/elbow 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.

Who can use reasonable force?

- 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 head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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. We will make reasonable adjustments for disabled children and children with SEN.

Telling parents when force has been used on their child.

A member of the Senior Leadership Team should speak to parents about serious incidents involving the use of force and consider how best to record the incidents.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

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

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

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:

➤ Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

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- As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

8.7 Confiscation

Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

8.8 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.9 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including instructional coaching techniques.

Behaviour management will also form part of continuing professional development.

A record of staff training can be seen in the staff CPD log.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child protection Policy
- Anti- Bullying Policy
- Exclusion Policy
- Equality Policy

Equality and Diversity

It is our policy that all children will be treated equally irrelevant of race, gender or disability in the implementation of our behaviour policy.

Appendix 1: written statement of behaviour principles and core school values

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

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

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

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

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

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

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Core School Values:

Resilience

Positive Relationships

Self-care

Hope and Optimism

Self-worth

Kindness

Appendix 2: behaviour log

Log number:

Wood Ley Community Primary School

Behaviour Log

Name:									
Date:	Time:								
Description of Incident: <i>Class, victims, witnesses</i>									
Behaviour log completed by:									
Behaviour Referred to:									
This section to be completed by SLT/ Headteacher	Pupil Statement:								
	Action Taken:								
	<table border="1"><tr><td>Reflection Time</td><td></td></tr><tr><td>Internal Exclusion</td><td></td></tr><tr><td>Exclusion</td><td></td></tr><tr><td>Other</td><td></td></tr></table>	Reflection Time		Internal Exclusion		Exclusion		Other	
	Reflection Time								
	Internal Exclusion								
	Exclusion								
Other									
Other /Specify:									
Parents informed: Y / N									
Further Action Needed									