Behaviour Policy:

February 2021

SLT Responsible: F Johnston

Next Review Date: February 2022

At The Holy Family Catholic School, our policies and the actions arising from them are always founded in spirit and in letter in our Catholic faith, especially our mission statement and nine core virtues:

Awakening Minds

Our faith, the teachings of Christ, is at our heart. We devote ourselves fully to our spiritual growth, striving for excellence in all that we do each day.

Achieving Dreams

Our work blends inspirational teaching and confident study in a stimulating environment. We learn wholeheartedly, turning our ambitions into reality with every opportunity.

Serving Others

Our spirit leads us to take a positive role in our community. We show love, care and respect for one another and for everyone in our world today.

VIRTUES AT HOLY FAMILY SCHOOL

Behaviour expectations at The Holy Family Catholic School are centred around 'virtues'. Virtues are the day to-day living out of the values held in our hearts. Virtues help us to know what good conduct is, to analyse right from wrong, and to understand how to put our values into practice through virtuous behaviour. Our Behaviour Policy guides students towards virtuous behaviour and away from behaviour inconsistent with the virtues we hope to see.

The rewards elements of our behaviour policy are based upon virtues. Each of our key virtues are rewardable on Class Charts, for behaviour both inside and outside of the classroom.

Background and Principles

- As a school we recognise that people respond far better to praise than to criticism.
- The school will promote consistency of approach which all staff will be expected to follow.
- We aim to work extremely closely with students, parents, carers and teachers.
- The aim of our work is for students to self-direct their behaviour at all times.
- The Additional Needs of all our students will be carefully considered before a sanction is issued. Reasonable adjustments will be undertaken in order to meet the individual needs of each student.

Expectations

Students are:

- Ready to learn in correct uniform worn with pride, correct equipment including Planner.
- Respectful to others showing courtesy
- Responsible for belongings, ensuring mobile phones are not seen or heard in school
- Resilient trying their best at all times and always working to the highest standard
- Reliable arriving to school and all lessons on time
- Reflective in their tolerance of others different to themselves

Parents and carers will:

- Work in partnership with the school
- Ensure their child attends every day on time and equipped for learning
- Support the school and work closely with us to ensure a positive environment
- Read information from school, check and sign their child's planner weekly
- Celebrate the good effort and progress of their child
- Attend school meetings as requested

Staff will:

- Have the students' welfare at the heart of everything we do
- Take time to build positive relationships with everyone within the school
- Celebrate and praise successes both in and out of the classroom
- Provide positive role models and model appropriate behaviour
- Be consistent in managing the behaviour of all students (praise and challenges)
- Plan and deliver lessons with high expectations for all.

Positivity and Praise

We, at The Holy Family Catholic School, aim to find positivity amongst all of our students, rewarding them whenever we can. We believe in a consistency approach, with a nonconfrontational manner. We strive to maintain a safe and effective learning environment, where every child is enabled to achieve their goals, and realise their dreams. We will ensure that there is a positive climate for learning where any form of negative behaviour is dealt with effectively, fairly, consistently and in a timely manner.

Rewards

At The Holy Family Catholic School, we put a high value and focus on our reward system. Students are encouraged to strive for their very best in all areas. We recognise rewards in the lots of areas through our Virtues system.

Above and Beyond
- Extra-curricular
- Good deeds
- Representing the school

Academic
- Effort
- Excellent classwork
- Excellent homework
- Perseverance
- Presentation
- Resilience

Behaviour towards others
- Kindness
- Compassion
- Courtesy
- Forgiveness
- Helpful
- Patience

Attendance
- 100%
- Best form group
- Best year group
- Regular challenges including 'Most Improved'

Rewards are given throughout the school year. These include spot prizes, certificates, commendations, celebration assemblies, texts/postcards/phone calls home

Our Non-negotiables

Our positive expectations for the classroom and school
- Attend school every day, on time and ready to learn, fully equipped
- Be respectful towards one another and all school staff Rude language and swearing is not acceptable at any time
- Keep mobile phones in your bag switched off and out of sight, or they will be confiscated.
- Enter the room calmly and quietly, and follow the seating plan when you arrive in class
- Remain sensible, calm and engaged throughout the lesson
- Start your learning as soon as you arrive and make sure you present your work neatly
- Work hard and make a positive contribution to the lesson and record homework carefully into your planner
- Listen respectfully in class, remain silent when a teacher or another student speaks to the class
- Take responsibility for where you sit; keep it clean and tidy
- Wait to be dismissed from the lesson by the teacher and then move swiftly to your next lesson,

Attendance and Punctuality
Every School Day Counts - Students are expected to attend school every day on time and ready to learn. Extended periods of absence limit the chances of students achieving their full potential. Parents/carers are expected to support students and in the rare occasions of illness, will be expected to contact the school before 8.30 am and provide documented evidence for the absence. Appointments of any kind should be made out of school hours as much as possible, with prior notice given for any appointments that cannot be made outside the school day.

Uniform
All students will wear their school uniform/PE kit correctly, in all lessons and around school at all times. Wearing correct uniform allows us to identify our school students in and out of school.

- Maroon blazer with school badge (sleeves not turned over or pushed up – wrist length)
- Maroon pullover with woven school badge (optional)
- Plain light blue cotton shirt/blouse
- School year tie with school badge showing (tie must be waist length, knots pushed up to top buttoned collar
- Black full-length trousers (no jeans, leggings or sportswear)
- Regulation black school skirt with school logo and plain black tights
- Plain black, white or grey socks
- Plain black sensible footwear (no coloured trim/embellishment)
- Appropriate school bag (not a fashion accessory)
- Sensible outdoor coat – training tops (must not be worn inside the building at any time). Leather or denim jackets are not acceptable as outdoor coats
- No hoodies/sweatshirts to be worn in school or at break/lunchtime (unless specific permission given e.g. PE Department, Lourdes trip etc.)
- School Hijab with school logo only (only available from school - school tie must be visible)
- Excessive make-up is not allowed, including extreme hair colouring
- No false nails (nails should be natural and trimmed to a sensible safe length)
- Plain dark headbands and bobbles
- Sensible haircuts (no patterns/shaved/sculptured/Mohican hair styling)

Any deviation from this will result in a sanction being given. Any difficulty in obtaining uniform should be reported to the pastoral year team immediately.

Jewellery/Piercings

Jewellery, facial, nose and body piercing are not allowed in school (with the exception of a single stud in pierced ears and a clear plastic retainer in a nose piercing. **No other facial/tongue piercings are allowed).** Rings are not allowed.

Watches are allowed, but we would advise against wearing expensive items, as these are brought in at the owners' personal risk.

PE Uniform

All students must wear the Holy Family Catholic School PE Kit with logo on it.

Boys PE Kit:
- Navy/Sky blue reversible rugby shirt
- Navy/Sky blue shorts
- Navy/Sky blue hoodie (optional)
- Navy/Sky blue polo shirt
- Navy blue socks
- Trainers (no pumps)
- Football boots

KS4 Boys ONLY (optional)
- Navy tracksuit bottoms with logo

Girls PE Kit
- Navy/Sky Blue shorts or skort (Not cycling shorts)
- Navy/Sky blue hoodie (optional)
- Navy/Sky blue polo shirt
- Navy tracksuit bottoms with logo (optional) OR HFCS black/navy sports tracksuit bottoms/leggings
- Black or white trainers (no fashion boots or pumps)

Girls representing school must have a skort with the school logo on it.

(ALL CLOTHING SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME)

Valuables

Please avoid bringing items of value into school. No valuables or money should be left in classrooms or unattended. (Unfortunately school will be unable to investigate the loss or theft of any such items. All property brought into school is the responsibility of the owner at all times).

Mobile phones/electronic devices

Mobile phones and electronic devices must not be seen or heard throughout the school day. They should be switched off and put away before entering the school grounds and not turned on until you have left the school grounds. If seen, they will be confiscated and will not be returned until the end of the school day. Repeat offenders or those who do not co-operate swiftly with the request to hand over will require a parent/carer to collect. (School will not be responsible for the loss or theft of any phone that have been brought into school).

Use of student planners

Students are expected to have their planner with them every day and on the desk in each lesson. Form tutors will regularly check that the planner is being used correctly and that parents have signed it each week. Homework should be recorded in the planner with the due date for completion. Inclusion passes will be recorded in planner and any student outside of lesson should have dated authorisation written in by the teacher. Lost planners will be charged at a cost of £5 to replace.

Expectations around the building

Calm movement around the building is the everyday expectation. It is expected that ALL students will treat the building with respect. Loud boisterous behaviour will result in a reprimand given by any staff who come across it. Respectful tone and behaviour must be displayed at all times, showing the school at its best. Food should only be eaten in the designated dining areas and not taken around the school. Chewing gum is **NOT** allowed in the school. A polite tone and friendly manner must be shown to all individuals alike. Foul language will be challenged appropriately and a sanction may be given. Abusive language directly aimed at staff will not be tolerated and is likely to result in an exclusion. Movement between lessons should be direct and students must not deviate from the correct direction on staircases, ensuring punctuality and that a prompt start can be made to all lessons.

Internal Exclusion/Isolation

Students who fail repeatedly to accept and maintain the school standards are likely to be withdrawn from general circulation to prevent them from disrupting the learning of others. In that room students are expected to complete all work given in complete silence. Only the pastoral team will allocate students into this sanction. The duration of their stay will be initially one day but depends upon the nature of their behaviour which caused it and the attitude of the student. Students may be placed in Isolation for part of the day whilst an investigation is taking place and also in a response to an SLT call out. Students placed in Isolation will be expected to follow staff instructions and a failure to comply will result in extra time given or possible placement in another school's Isolation room.

Reports/Contracts

On some occasions it may be necessary to put a student on a formal monitoring programme. This may be in electronic or paper form. The report should then be shared with parent/carer each day and signed. Reports are reviewed weekly and findings shared with parents/carers. Incomplete reports will result in an extension to the time on report. Negative reports that show no improvement in behaviour will be referred to SLT for a consideration of a formal contract. This contract would be set up in a meeting with parents/carers present with a deadline for improvement agreed.

Smoking

Smoking is not permitted at any time on or around the school site. There are no exceptions to this rule. This includes on the way to and from school, as the school uniform is clearly visible. Anyone

found contravening this will be referred to SLT for an appropriate sanction, up to and including fixed term exclusion.

Searching Students and their Possessions
The Headteacher can authorise a search of students or their possessions (including bags) without their consent if there are reasonable grounds for doing so. The conduct of student searches is a power available to Headteachers, not a duty. This power includes searching for weapons, alcohol, controlled drugs. Any prohibited items will be confiscated and may be passed to the police. Teachers can also instruct students to turn out their pockets, and sanction them if they refuse to do so. The safer schools police will be contacted where there is a potential danger or risk to the personal safety of the teacher, the student, or others.

Additional Support
Here at Holy Family, we employ a number of staff who will focus on the pastoral care and the learning needs of each student. They are available throughout the day should a student require additional support. The aim of these staff is to help students manage themselves responsibly and resolve any issues which might be getting in the way of their learning.

The school procedures for Inclusion take account of the 1996 Education Act, the Special Educational Needs and Disabilities Act (2002), the Special Educational Needs and Disability Code of Practice (January 2015) and The Equality Act (2010), Guidance from OFSTED, NASEN (the National Association for Special Educational Needs), and DfE and local authority guidance on the inclusion of children from ethnic minorities and Looked After Children has also been taken into account.

Further information about the school graduated approach is available from the school.

Protecting Good Quality Learning: The C system

It is the responsibility of all staff, not just teaching staff, to promote good behaviour. We adopt a **'FIX-IT'** approach to ensure that a restorative approach is taken to quickly resolve any incidents of poor behaviour in school.

Staff are role models in this regard, and we demonstrate the behaviour we expect from students by the way we behave towards them and colleagues. High expectations must be at the heart of everything we do. We influence the actions of students both by our direct communication with them and through our observed actions.

The way we move around the school, our positive verbal and body language, including our facial expressions, are all crucial in fostering the desired responses from students.

Teachers often use reminders to students about the basics to help get students back to learning and may give a short period of time out prior to the next steps, by asking the student to stand outside for a few minutes so the learning can continue uninterrupted for the other students.

For students to thrive, they need high quality engaging lessons, where they are allowed to take risks and develop their skills and talents. We recognise the correlation between behaviour and the quality of teaching and learning, and will always support staff to be able to offer the best quality experience they can.

Unacceptable behaviours can include:

Disrespecting other students' ability to learn freely, deliberate attention seeking behaviour causing others to lose focus on their learning, silliness, throwing things around the room in order to disrupt, refusal to follow instructions not settling down to work, refusal to participate in learning activities, not having the correct equipment (including planner) and not being ready to learn.

After school detentions

Detentions are an important sanction that we use in school that allows us to swiftly deal with low level disruption, behavioural issues or punctuality. Detentions must be attended and completed in accordance with the school policy. The C system detentions will be run through faculties. There will be 'community service' detentions that will be allocated by the pastoral team. No exceptions will be made without prior discussion with the pastoral lead for that year group. Parents and carers are expected to support the school by ensuring their child attends when required. Notification of detentions will come through Class Charts.

Failure to complete a detention will result in additional time being issued and further refusal could result in contact home, an SLT detention or isolation. Detentions for SEND students may be reasonably adjusted to support the understanding of actions and consequences.

Students will either be allocated:
a C3 detention which will run for 30 mins
a C4 detention which will run for an hour
an SLT Friday detention which will last for an hour

When a student does not attend a C3 detention, they will be given a second change to attend, if they miss this without a legitimate reason that detention will be upscaled to a C4 detention at a later date, therefore it makes sense for students to attend as directed to avoid a longer detention.

SLT Friday Detention, which will be held for those students who have missed their detentions during the week. This detention will last for an hour.

Restorative Practice

Where appropriate, we will always look to offer a restorative approach to dealing with behaviour incidents. Where there has been a breakdown in communication between a students and a member

of staff, the Pastoral Team will work to find a solution so that the students and member of staff can move on together.

Managing poor conduct and our response to it.
The following chart outlines the responses and sanctions that are used to manage unacceptable behaviour. At each stage of the four stages there are opportunities for the students to fix their behaviour.

Warnings
Classroom warnings • Not silent and listening when somebody is talking • Not on task at all times • Touching another student and/or their belongings without permission • Not treating others with respect • Not following instructions 1st time.
Sanction – C system
C1: Verbal warning • Students have the chance to stop and fix it or escalate to C2 • Name can go on the board, if needed • Need to give them a few minutes to be able to get it right **C2: Public Action** • Logged on Class Charts as a negative • May relocate within the classroom • Students have a chance to stop and fix it or escalate to C3 • Need to give them a few minutes to get it right **C3: On Call visit** • Pastoral Team/SLT on call will come to speak to the student about their behaviour • 30 minute after school detention issued by class teacher • Student remains in the lesson after restorative conversation • Student have a chance to fix it or escalate to C4 • Need to give them a few minutes to get it right **C4: On Call Removal** • Pastoral Team/SLT on call will pick up the students and relocate them to another classroom/area with appropriate work • 60 minute detention issued by the class teacher • More than two C4s in a week will result in a phone call home from the pastoral team. • Students have a chance to stop and fix it once the lesson / period has ended and they go to their next lesson.

Rewards

Above and Beyond
- Extra-curricular
- Good deeds
- Representing the school

Academic
- Effort
- Excellent classwork
- Excellent homework
- Perseverance
- Presentation
- Resilience

Behaviour to others
- Kindness
- Compassion
- Courtesy
- Forgiveness
- Helpful
- Patience

Attendance
- 100%
- Best from group
- Best year group
- Regular challenges including 'Most Improved'

Rewards are given regularly and offered throughout the school year. These include spot prizes, certificates, commendations, celebration assemblies, texts/postcards/phone calls home and build up to a celebration evening awards ceremony with parent/carers invited.

Sanctions available if needed

- Verbal warning or reprimand
- Negative points – awarded through Class Charts for any behaviour that contradicts the ethos and values of our school, disrupts learning etc.
- Removal to work in another classroom Pastoral Call Out
- Teacher or Departmental break/lunchtime detentions
- After school detention C3 30 mins
- After school detention C4 60 mins
- On-call – Pastoral/SLT used to speak to the student and give them a chance to fix it or remove a student/students from class
- Internal Inclusion room
- External Inclusion at another school
- Pastoral report/close monitoring
- Fixed term exclusions – the school seeks to develop strategies to minimise these.
- Referral to local Behaviour and Attendance collaborative for possible Managed Move
- Permanent exclusions – the school seeks to avoid these wherever possible, working collaboratively with other schools in the 3 Valleys Behaviour and Attendance Collaborative

Communication with parents and carers via Class Charts, phone calls, letters, meetings and visits, is a vital part of underpinning the success of this policy. We aim to work in partnership with families in order to get the best outcomes for your child.

Exclusions

Every opportunity is taken to understand the background and needs of a student leading to any incident. In some cases, the school may exclude a student for a fixed period if their conduct is deemed to warrant this sanction. Following an exclusion, a parent/carer is required to attend a reintegration meeting to discuss support strategies, with a member of the Pastoral Team and Senior Leadership Team. Exclusions totalling more than 15 days in any term, will result in a disciplinary meeting with the Governors.

Bullying

What is bullying?

The Anti-Bullying Alliance defines bullying as:

> *"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online".*

Bullying is not when children have the odd argument, fall out or engage in a one off tussle. Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance (difficult for victims to defend themselves against)
- intentional

(Anti-Bullying Alliance)

Bullying will be treated as a safeguarding /child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The School will then follow the Safeguarding policy.

Bullying can take many forms but may be one OR a combination of the following types:

- **Physical bullying** - Unprovoked assault on a person or group which can range from a 'prod', pushing, poking, kicking, hitting, biting, pinching etc. to grievous bodily harm

- **Psychological/emotional -** Reduction of a person's self-esteem or confidence through threatening behaviour, isolating others, tormenting, hiding/taking possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them.

- **Social –** being ostracised or exclusion from peer groups.

- **Verbal** - The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, name calling, sarcasm, insulting, threats, teasing, belittling etc.

- **Online /cyber** - posting on social media, sharing photos, sending nasty text messages, social exclusion

- **Discriminatory Bullying: Homophobic bullying or gender bullying** - Any hostile or offensive action against lesbians, gay, bisexuals   or transgender individuals or those perceived to be lesbian, gay, bisexual or transgender.

  (*'Bullying: Don't Suffer in Silence', a DFES publication; Anti-Bullying Alliance*)

Homophobic or gender bullying
This can be understood as a verbal, physical or psychological attack. Behaviour associated specifically with this type of bullying may include:
• Abusive name calling
• Use of sexual innuendo and unwanted propositioning
• Graffiti with sexual content
• Spreading rumours questioning sexual reputation
• Cyberbullying - the use of mobile phones and the internet to deliberately upset someone else

Who experiences homophobic or gender bullying?
This can affect anyone, regardless of whether or not they are gay, bisexual or trans. It can affect:
- children or young people who are lesbian, gay, bisexual or transgender.
- children or young people who are thought to be lesbian, gay, bisexual or transgender.
- children or young people who do not fit a perceived gender stereotype or seem different.
- children or young people who have parents, carers, friends or family who are lesbian, gay, bisexual or transgender.
- teachers and other school staff who are, or are thought to be, lesbian, gay, bisexual or transgender.

Discriminatory Bullying : Race, disability or faith. Any hostile or offensive action because of their race, their disability or their faith.

What is Cyberbullying?

Cyberbullying 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 (*From DfE Preventing and Tackling Bullying 2017)*

More than the well-established forms of bullying, it can significantly add to victims' sense of insecurity. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services. (LBTH. 2011)

Cyberbullying has similarities to traditional bullying and much of the guidance and advice in relation to bullying applies. However, there are some differences which can be summarised as follows:

- Bullying can happen 24/7 making it difficult to escape.
- The audience for bullying is potentially much larger increasing the impact.
- Cyberbullying incidents can quickly escalate making them difficult to contain.
- Anonymity and being one step removed makes it easier for the bystander to join in.
- Anonymity also increases the impact on those being bullied as they can't be sure who is responsible.
- There is a general lack of awareness that behaviour is cyberbullying and young people tend to underestimate
    the impact of their behaviour.
- Unlike traditional forms of bullying, evidence is readily available and should be preserved.

How we support our staff and students in understanding cyberbullying:
1) Staff will receive training in Online Safety, identifying cyberbullying and understanding their responsibilities in promoting Online Safety. Staff will be helped to keep up to date with the technologies that children are using and being aware of the reporting tools on different sites and services, in order to support students in making a report.

2) Students will be educated about cyberbullying through a variety of means, including: Computing lessons, PSHE lessons, assemblies, Anti-bullying Week, Safer Internet Day and other projects.

3) We will be proactive in discussing cyberbullying with students, including how and why it occurs and the consequences of such behaviour. Teaching students what is considered morally right and wrong offline 'in the real world' must also be thought of in the same way online.

4) Students will sign an Acceptable Use Policy (AUP) as they begin a new school year, before they are allowed to use school computer equipment and the internet in school. This will involve discussions about keeping personal information safe and appropriate use of the internet. *This can be shared with parents to discuss its contents with their children.*

5) Parents will be provided with information and advice about Online Safety and cyberbullying via the website, leaflets, and workshops

6) Students and staff will be involved in evaluating and improving policies and procedures. It is desirable that the students will be involved in a response to cyberbullying. They will have a voice through the School Council and the Digital Leaders.

Procedures when responding to cyberbullying incidents:

1) All incidents should be reported to the Anti bullying Lead, who will ensure the person being bullied is supported and take responsibility for investigating and managing the incident.

2) The incident will be reported to other people/organisations where relevant i.e. parents/carers, internet or mobile providers, local authority, and, in some cases, the police.

3) All efforts will be made to try to contain the incident when content has been circulated to other people.

4) The DSL will investigate and record all incidents of cyberbullying, in accordance with the school's Anti-Bullying policy.

   NB: The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

5) Staff and students should be advised to preserve evidence and a record of abuse e.g. save phone messages; record/screenshot/print instant messenger conversations or social network pages; print, save and forward whole email messages to staff.

   NB: If images are involved, it will be determined whether they might be illegal or raise child protection concerns. If so, the DSL will be contacted, who may involve the LADO (Local Authority Designated Officer), the local police in cases of actual/suspected illegal content, or CEOP http://ceop.police.uk

6) The person responsible for bullying will be identified. The school will work with them to make them aware of the consequences of their actions and try to change their behaviour - take into account anyone who passed on emails or texts or posted responses online.

7) Disciplinary sanctions will be applied as outlined in the school's Behaviour Policy. Consider whether a restorative approach to resolving the matter might be appropriate.

8) Consider whether the matter should be reported to the police – the age of criminal responsibility is 10. (See laws that may have been broken)

9) Confiscate any device(s) if appropriate.

Use of Reasonable Force

From Department for Education Guidance

What is reasonable force?
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 students.

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.

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

4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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 students are fighting and refuse to separate without physical intervention.

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.

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 headteacher has temporarily put in charge of students 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 students from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control students 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.**

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

Schools can use reasonable force to:
• Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

• Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
• Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

• Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

• Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:
• use force as a punishment – it is always unlawful to use force as a punishment.

Using force
A panel of experts identified that certain restraint techniques presented **an unacceptable risk** when used on children and young people. The techniques in question are:

• the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;

• the 'double basket-hold' which involves holding a person's arms across their chest; and

• the 'nose distraction technique' which involves a sharp upward jab under the nose.

In the context of the above in some circumstances, staff may decide to use reasonable force to restrain a student. **This must only be done to prevent harm**. Physical restraint should never be used as a form of punishment.
Incidents of physical restraint must:

- **Always be 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
- Be recorded and reported to parents.

The use of physical restraint is a **power not a duty**. The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

If you physically intervene with a student or students, please provide a detailed written account of the incident including the nature of the incident, details of the type of restraint used and the length of time the restraint was applied. Please also provide details of as many staff and students who were present as possible. This information should be shared as soon as it is possible following the incident with the AHT for Behaviour and Attendance, copying in the Headteacher. Please feel free to include any other relevant colleagues in the distribution list.

In the event of a student or parent complaint following the use of reasonable force by a staff member, the staff member can expect the full backing of their Senior Leadership Team when they have used reasonable force as outlined in this policy.