



Positive Behaviour Culture Policy

“Enjoying learning and growing together.”



Respect



Persevere



Achieve

Coordinators:	Head Teacher
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1. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for Head Teachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Links

This policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Suspension and Permanent Exclusion Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy
- Physical Intervention Policy
- Attendance Policy
- Complaints Procedure

2. Our Positive Behaviour Culture

At West Denton Primary School, we believe that promoting positive behaviour is essential for creating a safe, supportive, and effective learning environment where all children can thrive. Our Positive Behaviour Policy is rooted in the values of respect, perseverance and achievement. It aims to encourage pupils to make good choices, develop self-discipline, and take ownership of their actions.

We recognise that positive relationships between staff, pupils, and parents/carers are fundamental to a child's success. This policy outlines how we promote, model, and reward positive behaviour, while also clearly setting out how we respond to instances of negative behaviour in a fair, consistent, and constructive way.

We are committed to understanding barriers children may have and empower every student to successfully access their education and thrive at West Denton Primary.

At the heart of our policy lies our vision and shared ethos:

- To create a positive and safe school environment where all pupils feel valued, respected, and able to learn.
- To establish positive and effective relationships between staff, pupils, parents and carers.
- To teach and reward positive behaviour, effort and attitudes.
- To teach and support pupils to develop social and emotional skills, including empathy, resilience, and self-regulation.
- To sustain and promote a culture of mutual respect and inclusion among pupils, staff, and the wider school community.
- To establish clear expectations for positive behaviour and ensure they are consistently applied across the school.
- To involve parents/carers in supporting positive behaviour and addressing concerns constructively.
- To support staff with clear guidelines and training on promoting positive behaviour and managing challenges effectively.
- Every pupil has equal access and opportunity to a coherently planned, rich learning environment where children understand their place and broaden their horizons.

3. Our West Denton Values

Our school vision and values are at the heart of everything we do at West Denton Primary. They are taught and revisited continuously and underpin our positive behaviour culture.

“Enjoying learning and achieving together.”



Respect



Persevere



Achieve

4. Working Together

What do we teach and expect from our pupils?

- ✓ All pupils deserve to learn in an environment and culture that is calm, safe, and supportive.
- ✓ To understand and demonstrate our school values.
- ✓ To understand and talk about British Values and Protected Characteristics in an age-appropriate way. (See Appendix I)
- ✓ To show respect to adults, fellow students, school property and the environment.
- ✓ To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- ✓ To talk to the teacher, a trusted adult or Head Teacher if a staff member has behaved in a way that does not uphold this policy.
- ✓ To act as positive ambassadors for the school when off school premises.
- ✓ Not to bring inappropriate and unlawful items into school.

- ✓ To grow and learn in a culture that develops resilience, strength of character and academic confidence.
- ✓ To talk about their feelings and emotions using strategies to support regulation.

What do we expect from parents and carers?

The role of parents and carers is crucial in supporting us to develop and maintain outstanding behaviour. Parents and carers should:

- ✓ Know and understand our shared school values.
- ✓ Support their child to understand and demonstrate our values.
- ✓ Know and talk about British Values and Protected Characteristics age appropriately with their child. **(See Appendix 1)**
- ✓ Behave appropriately on school grounds and support their child to do the same.
- ✓ Discuss any concerns with teachers and staff in a respectful manner
- ✓ To ensure school staff are informed of any SEN related or other personal factors which may result in their child becoming dysregulated in school.
- ✓ To work with the school to support their child's positive behaviour.
- ✓ To have any concerns they have about incidents of violence, threatening behaviour, abuse, discrimination or harassment taken seriously and investigated/resolved as necessary.
- ✓ Ensure that their child attends school every day and on time.
- ✓ Send children to school in our agreed school uniform.
- ✓ Send children to school with our full PE kit.
- ✓ Agree and sign our Home School Agreement (Appendix 2).

What do we expect from staff?

Every member of staff should treat all pupils and one another with dignity, kindness and respect; upholding our school values and positive culture at all times. Simple, clear and well communicated expectations of behaviour and bespoke training provide staff with the skills to establish our school norms and outstanding behaviour culture so that pupils and staff can thrive.

- ✓ To model and demonstrate our school values at all times.
- ✓ To model and discuss British Values and Protected Characteristics age appropriately with our pupils. **(See Appendix 1)**
- ✓ To establish strong relationships with pupils, parents and carers to enable effective discussions about all aspects of school life.
- ✓ Establish our school norms in and around school, teaching and modelling expected behaviour and routines.
- ✓ Use positive and reflective language to immerse pupils in a culture where positive behaviours are seen, recognised and expected.
- ✓ Make reasonable adjustments and plan, deliver and sustain adaptive teaching to ensure support strategies are implemented and consistent.

- ✓ To understand that children need to be taught to recognise feelings and learn strategies to regulate their emotions.
- ✓ Deal with incidents of inappropriate behaviour by following school procedures.

What do we expect from our Local Governing Body?

The Local Governing Body of our school is responsible for overseeing the implementation of this policy.

- ✓ Governors will ensure that the school complies with equality legislation and promotes the wellbeing of all staff, pupils, parents and carers.
- ✓ Will decide an appropriate timescale for reviewing the principles and updating the behaviour policy.
- ✓ Will fully support the school in implementing its disciplinary powers.
- ✓ Has a legal duty and responsibility as regards establishing the principles underlying the school behaviour policy.
- ✓ Must have regard to the health and welfare of staff and pupils, and the duty of care which they have for this.

5. School Systems and Social Norms

Shared values, behaviour and practices do not happen spontaneously. They must be modelled, explained and promoted carefully and consistently by all staff.

Our school has strong values, systems and routines that teachers and staff practise with our children. All of our high expectations are taught and reinforced through positive praise.

Our four simple school rules support our positive behaviour culture:




School Rules (Expectations)

1    +  
1. Keep hands feet and objects to ourselves

2    
2. Use quiet calm voices

3    
3. Always follow teacher instructions

4   
4. Care for the school environment

It is important that children are consistently taught a range of school routines that encapsulate our values and ethos. These include:

- ✓ Demonstrating our values to all members of our school community and each other.
- ✓ Make it possible for all pupils to learn to their full potential.
- ✓ Move safely around our school.
- ✓ Treat our school building and school property with respect.
- ✓ Wear the correct uniform at all times.
- ✓ Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- ✓ Having excellent attendance and arriving on time to school for the start of the day.

We pride ourselves on positive interactions and conversations during break times. This is key to building trusted relationships between staff and pupils, preventing incidences of negative behaviour.

Close supervision/monitoring of identified pupils will take place in collaboration with the Class Teacher, Senior Leadership Team and support staff. Close monitoring details will be recorded by the class teacher on CPOMS.

6. Preventing unacceptable behaviour

All staff will endeavour to create a consistent and safe environment by always challenging negative behaviour; responding in a consistent, fair and proportionate manner.

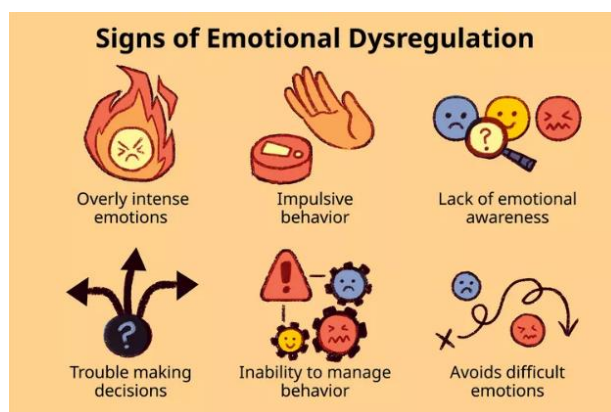
Preventative and de-escalation techniques, including the use of pre-arranged language and phrases, can be used to help prevent and challenge negative behaviour.

All pupils will be treated equitably under our policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what strategies and support could be offered to a pupil to help them in the future.

To maintain our positive behaviour culture, adults will:

- ✓ Plan and structure an engaging and motivating curriculum with appropriate scaffolds to build academic confidence.
- ✓ Establish effective and trusted relationships through time to nurture and allow children to check- in (Zones of Reg)
- ✓ Build self-esteem and character skills in all children using positive encouragement and consistent routines.
- ✓ Develop emotional intelligence, teaching the language of feelings through our carefully sequenced curriculum together with Zones of Regulation.
- ✓ Consider children's emotional regulation.
- ✓ Use a polite, calm tone of voice.
- ✓ Use redirection and positive encouragement.
- ✓ Focus on the behaviour, not the child.
- ✓ Use 'we' when talking about expectations.
- ✓ Use 'if' and 'then' to clarify actions and consequences.
- ✓ Follow school systems and procedures.
- ✓ Recognising that there can be times when children may enter school feeling anxious or upset. Staff are on hand to deal with this and ensure regulation, so that once heard and regulated, children will be in a better mind set to learn.



7. Responding to Behaviour

Praise and positive encouragement are used to promote expected behaviours and attitudes. Pupils are given praise on an individual, group and class basis through:

- ✓ Verbal praise
- ✓ Non-verbal praise e.g. thumbs up
- ✓ Stickers
- ✓ Individual class chart / Track It system (Class Teachers may operate individual reward systems within the scope of the policy)
- ✓ Sharing good work with others (Senior Leadership, Head Teacher and parents/carers)
- ✓ Achievement Stars (logged on Track It / SIMS)
- ✓ Star of the Week
- ✓ Positive phone calls home
- ✓ Half-termly class and house incentives

When reacting to negative behaviour and dysregulation staff should:

- ✓ Remain calm at all times and use age-appropriate language.
- ✓ Co-regulate as much as possible using trained techniques (zones of Reg strategies)
- ✓ Give feedback in private if possible to avoid negative attention.
- ✓ Take time to establish **why** negative behaviour has been shown and give the child a chance to '**fix**' the situation if appropriate.
- ✓ Deliver a consequence if needed (age-appropriate).
- ✓ Give the pupil time to regulate their emotions using taught strategies.

The following system may be used when a child or a class demonstrate negative behaviour. Staff and pupils must always endeavour to be fair and honest.

There must be a fresh start after every incident.

Warnings within class/school:

1. Non-verbal warning – a look or prompt.
2. Verbal warning / reminder of expectations.
3. Move within their class to reset learning behaviour – time in a calm area may help where appropriate.
4. Age-appropriate time out in another class (ideally in same phase) to have regulation time. This must be age appropriate and not used as time for additional adults to become involved.
5. Red Card recorded on **Track it**/SIMS.

All Red Cards must be recorded and followed by an incident report on Track It, completed by the Class Teacher. Support Staff must discuss Red Cards with Class Teachers before they are issued. All Red Cards must be communicated to parents/carers on the **same** day of issue by the Class Teacher.

3 x Red Cards = debrief with parents and Class Teacher. Senior management alerted on CPOMs.

4 or more Red Cards = debrief with Class Teacher, Senior Leadership, parents and carers. Support may also be sought from our SENDCO, School Welfare Officer and any appropriate outside agencies.

Our Early Years staff adapt their response to behaviour using an age-appropriate approach. This is reflected in the Early Learning Goals for Personal, Social and Emotional Development. Areas of learning include Self-Regulation, Managing Self and Building Relationships.

A Restorative Approach

Red Cards require a reflection, once the child is regulated. This must be done the following day.

A time for reflection will take place after choices have led to conflict or have failed to meet what we expect. Children are given time to think about what happened and why. This will be age-appropriate and is important in helping children understand their behaviours, emotions and responses.

Children are supported to reflect on our values. A restorative approach offers an alternative way of thinking about addressing negative behaviours and offers a consistent framework for responding to these issues. This provides a meaningful dialogue that leads to reducing and resolving conflict.

Reflection can have a greater impact on self-esteem and wellbeing by empowering and allowing forgiveness and resolution.

Reflection discussions may include:

What has happened / is happening?

How are you feeling?

How are you being impacted? And others?

What do you need to do to move forward?

What do we do next?

Recording Red Card Consequences

The Class Teacher **must** inform parents/carers each time a child receives a Red Card. Staff should aim to, whenever possible, speak directly to a parent/carer after school or make a phone call on the **same** day.

The Red Card incident must be entered as an incident onto the Track It system by the member of staff dealing with the incident.

Behaviour reports will be monitored by Senior Leadership every half term and by the Head Teacher when appropriate.

Red Cards and Severe Clause

We will use the Severe Clause Criteria when a child:

- Wilfully hurts another person.
- Wilfully destroys property.
- Wilfully and overtly refuses to do what he/she is told, thereby jeopardising the health and safety of the class.
- Engages in any behaviour that stops the class from functioning and prevents learning from taking place for an unacceptable length of time.

Supporting pupils following a sanction

Following a sanction, strategies will be considered to support all pupils develop their behaviour and emotional needs. These might include:

- ✓ A targeted discussion in a 'reflection' session – including the impact of their actions, how they can change their behaviour to avoid further sanctions.
- ✓ Reminding pupils of strategies used to regulate emotions.
- ✓ An opportunity to apologise to the relevant person, if appropriate

Internal Isolation

Isolation can be used to exclude pupils from the yard at break or lunchtime, or if a pupil needs some time away from the classroom, to reflect on their behaviour. It is the responsibility of the Senior Leadership Team and Head Teacher to decide whether a pupil needs to be isolated (when, where, and for how long). Parents/carers are to be informed that isolation took place.

Long-term Isolation

This should be used in discussion with parents/carers when a child may be at risk of a fixed-term exclusion and requires time to reflect on their behaviours. The Senior Leadership Team or Head Teacher will aim to ensure where and when this will take place and coordinate the provision for the pupil during the day.

8. Exclusions and Suspensions

Exclusions

Fixed-term exclusions may be considered if all sanctions and actions have been exhausted or if an incident is considered severe. If the incident(s) are considered severe, the Senior Leadership Team may choose to use the exclusion process. Parents/carers must be notified by phone and given a formal fixed-term exclusion letter stating the terms and the return date. Please refer to our **Suspension and Permanent Exclusion Policy**.

Exclusion for serious incidents within school

Serious incidents can be considered:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- When allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school reserves the right to fixed-term exclude any pupil without using the consequence process above. This will be a matter of judgment for the Head Teacher in accordance with the DFE Exclusions from maintained schools' guidance document 2017 and updates May 2023. Initially, exclusions will be for a fixed period of up to five days. If necessary, permanent exclusion will henceforth be considered in consultation with the school's Governing Body.

Exclusion for serious incidents outside of school

The behaviour of pupils outside school can be considered grounds for exclusion. This will be a matter of judgment for the Head Teacher in accordance with the DFE Exclusions from the Maintained Schools Guidance Document 2017 and updates May 2023.

Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the

highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Head Teacher and Chair of Governors may refer to Children's Social Care to determine whether the child is in need of support or has been abused by someone else.

The Head Teacher will decide upon the sanction for the pupil who made the false allegation. The Head Teacher may wish to include the school governors when considering what action to take.

The school has the power to suspend or permanently exclude pupils who make false claims or refer the case to the police if the school thinks a criminal offence has been committed.

9. Bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is classed as:

- deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature.
- **often repeated over a period of time**
- wishing to cause distress to others.

We firmly believe bullying is wrong and can damage individual children.

We endeavour to prevent it, by having a school ethos in which bullying is regarded as unacceptable.

We aim to produce a safe and secure environment where all can learn without anxiety.

We aim, through our Anti-Bullying Policy, to have a consistent school response to any bullying incidents that may occur.

We will make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

All issues are fully investigated and appropriate action taken. Proactive measures are in place to help all children deal with the issues surrounding bullying. These are delivered through a wide range of strategies and PSHE activities – in class, with individuals, in groups, and in assemblies. For further information on the role of the Head Teachers, Class Teachers, Governors, and parents/carers, please see our Anti-Bullying Policy.

Responsibilities for the prevention of cyber bullying including mobile phone texting/messaging.

- Pupils will be advised on cyber bullying through curricular activities and external consultants.
- Pupils and staff are required to comply with the school's Acceptable Use Policy and agreements.
- Parents/Carers are required to sign the school's Acceptable Use Agreement
- Parents/Carers are encouraged to discuss cyber safety and bullying with their child to supplement learning.
- Parents/Carers are provided with information and advice on cyber bullying.

10. Child-on-Child Abuse

As outlined in Keeping Children Safe in Education (2025), Child-on-Child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

The response to each incident should be proportionate. For example, the school may address a 'lower level' incident such as a sexist comment through education, the curriculum and the way the school promotes respect.

Each incident will be considered with balancing the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

The school will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

The use of exclusion from school will only be used in the most severe cases, for example if the police recommend a pupil is excluded after an incident of sexual assault. If this happens and the school still wish to keep the pupil in school, the school need mitigations in place to protect other pupils, such as keeping that child in isolation.

All incidents of Child-on-Child abuse should be reported in accordance with our safeguarding procedures and in line with our Safeguarding and Child Protection Policy.

11. Support Structures and Reasonable Adjustments

We are an inclusive school where all children and adults are highly valued and respected. Some of our pupils find it more difficult to regulate their emotions and behaviours. Children with an identified need will receive bespoke support so that they can learn and achieve to their full potential.

Pupils can be added to our Special Educational Needs (SEN) register for Social, Emotional and Mental Health needs (SEMH).

Sometimes behavioural and emotional difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our Special Educational Needs Coordinator (SENDco) to evaluate the case and seek additional support for a child, where appropriate.

Pupils may require specific support strategies and reasonable adjustments as part of a SEND Support Plan. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration. (Please also refer to SEND and Inclusion Policy.)

In some circumstances (e.g. when a pupil has a support plan or an Educational Health and Care Plan) the policy may not be followed as outlined above. This decision would be taken by the Head Teacher, Senior Leadership and SENDco and would be detailed on any support plans.

In the event of a very serious incident, the Head Teacher will aim to contact the parent/carers immediately and the immediate exclusion policy may come into force

Reasonable Adjustments and Adaptive Teaching

We understand that some of our pupils will need a more bespoke and targeted approach to support positive behaviours in school.

Children who require this approach **must** have specific strategies put in place (see Appendix II for more detailed guidance).

Recognition and praise remain the same as our main policy. However, more emphasis must be given to notice the pupil doing the right thing and praise offered in short bursts. Celebrating small successes builds self-esteem and personal awareness.

Sanctions will remain the same as the main policy apart from when a Red Card situation arises; this will be at the discretion of staff and SLT. Staff should be extra vigilant and remove children before a serious incident occurs. On occasions, calming down time will take place until the pupil can regulate and is ready to reflect.

Induction of new staff and pupils

School leaders will ensure that all new staff are inducted into the school's behaviour culture so that they have a clear understanding of rules and routines. This will enable new staff to support all pupils to participate in creating the culture of the school.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. This includes in-year transfer admits.

School Welfare Officer and Outside Agency Support

The school's Welfare Officer may support behaviour where referred by the Head Teacher or SLT member. A Team around the Child meeting may take place to explore areas of support, including that provided by external agencies. This will be recorded on the school's CPOMS system and impact reports will be produced termly.

12. Searching and confiscating

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. This is in conjunction with Searching, Screening and Confiscation at School guidance, September 2022.

The Head Teacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including the pupil)
- An article specified in regulations.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

13. The Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain.

This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

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

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

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

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.

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil.

It is always unlawful to use force as a punishment.

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the Head Teacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no current requirement to have a policy on the use of reasonable force, but it is good practice to set out in the behaviour policy the circumstances in which reasonable force might be used. Any policy on the use of reasonable force should acknowledge schools' legal duties in relation to children with special educational needs and disabilities.

It is current good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents.

It is up to schools to decide whether it is appropriate to report the use of force to parents.

When can reasonable force be used?

The safety of the child, other children and adults is our first priority.

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. Section 93, Education and Inspections Act 2006

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.

Staff training

The Head Teacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

It is good practice for schools to speak to parents about serious incidents involving the use of force and to record factual events on our CPOMS system.

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

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

14. Safeguarding

West Denton Primary recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an Early Help intervention or a referral to Children's Social Care is appropriate.

Please refer to our Safeguarding & Child Protection Policy for more information.

15. Appendices

Appendix I

‘fundamental British values’ comprise:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Protected Characteristics

The 9 protected characteristics

There are nine characteristics outlined in the Equality Act 2010 which are:

1. Age
2. Gender
3. Race
4. Disability
5. Religion or belief
6. Sexual orientation
7. Gender reassignment
8. Marriage or civil partnerships
9. Pregnancy and maternity

Appendix II

Reasonable Adjustments and Adaptive Teaching

- To take a preventative approach to pupils with more challenging behaviour.
- To enable children with social, emotional and mental health needs to be successful in school.
- To support our pupils with self-regulation in order to thrive in school.

Examples of reasonable adjustments and adaptations made to support our pupils may consist of:

SEN Support Plan (My Support Plan)	▪ Highlights triggers and strategies to support the student. ▪ Appropriate to use <i>with</i> the student as well to support social and emotional development.
Behaviour Support Plan	▪ Identifies triggers and what behaviours can look like ▪ Explains key information about the child. ▪ Details of physical intervention for children who exhibit behaviour that puts them at risk of harm or a need to keep them safe. ▪ A risk assessment may also be required.
A team of trusted adults who will check-in with the pupil	▪ Children who are vulnerable need to know they have a team of trusted adults around them. ▪ A visual template could be used and include a photo of all adults (including mum and/or dad or carers) ▪ Each adult needs their role identifying and how often they will ‘check-in’ with the pupils.

Morning check in before any tasks are given.	▪ A welcoming, positive start to the day ▪ Provide a calming activity if needed. ▪ Check in with how the pupil is feeling (zones / pictures might be appropriate) ▪ If dysregulated, a calming down activity before learning begins.
After lunch check in	▪ A positive start to the afternoon ▪ Provide a calming activity if needed
Pupil intervention/calm room	▪ Adult support and supervision required. ▪ Positive handling if necessary ▪ Activities to calm and regulate
A meeting with the pupil's family run by the Class Teacher and a member of SLT	▪ Explain the positive approach. ▪ Go through: Behaviour Support Plan / SEN Support Plan / Positive Handling Plan ▪ Opportunity for questions ▪ Decide on the best time for a weekly check-in to discuss and celebrate progress.
Choice boards	▪ Laminated card with options of activity e.g. this or this ▪ Needs to have visual pictures with the word underneath.
Visual timetable	▪ Needs to be appropriate for the needs of the child. ▪ Needs to have pictures /symbols/Makaton. ▪ Visual timetables are also good to share with parents.
Team Around the Child meetings	▪ A half termly meeting with parents/carers. ▪ What is working well? ▪ What are the current concerns? ▪ What needs to happen next? ▪ Agreed action from the meeting.