



# Behaviour Policy

Approved: Spring 2023  
For Review: Spring 2024

*Brigg Primary School is a place where everyone is valued and cared for. It is a place where views are respected and where children are at the centre. We celebrate uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating environment that allows everyone to meet their personal goals and full potential: intellectually, physically, emotionally, morally and spiritually.*

### **Aims:**

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We recognise that inappropriate behaviour can have a detrimental effect on teaching and learning. Where it is having an impact, appropriate action or sanctions will be applied.

At Brigg Primary School:

- All pupils and staff are expected to behave in a considerate way towards others;
- School rules are acted upon by all staff;
- The school rules are applied consistently and fairly;
- Parents are informed and consulted whenever persistent behavioural problems occur;
- There will be clear communications between home and school. Pupils should have a clear understanding of the school rules. They should help each other to adhere to them.

### **Implementation**

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

*IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.*

### **Headteacher Responsibility**

It is the role of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The Headteacher must publicise the school behaviour policy to staff, parents and pupils.

### **Governors Responsibility**

The Governing body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The Governors will deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

### **Staff Responsibility**

Behaviour management is the responsibility of all staff at Brigg Primary. All staff are expected to:

- Treat all children fairly and with respect and understanding;
- Help all children to develop their full potential;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use restorative approaches;
- Use rewards and sanctions clearly and consistently;
- Be a good role model;
- Form positive relationships with parents and children;
- Recognise and value the strengths of all children;
- Offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy;
- Reinforce the rules of the school.

### **Parents Responsibility**

- To cooperate with school;
- To ensure pupil's regular attendance and punctuality;
- To encourage their children to show respect and support the school's authority to discipline children;
- To be involved in their children's schoolwork and actively reward progress.

### **Children's responsibility**

- To show respect for people and property;
- To be polite, considerate and caring
- To demonstrate appropriate levels of concentration and self-discipline;
- To take responsibility for their own actions;
- To move in an orderly manner around school;

- To co-operate with and respond to the schools code of conduct;

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school. Through praise and encouragement, in addition to our school values of respect, determination and self-belief we aim to emphasise the following positive qualities:

- Kindness
- Consideration
- Tolerance
- Co-operation
- Patience
- Empathy
- Good Manners

### **Class Dojo**

'ClassDojo' is a digital classroom behaviour management system that promotes specific behaviour and gives real-time feedback to pupils and to parents. 'ClassDojo' helps to promote healthy home-school relationships as parents receive weekly reports (or instant reports with the ClassDojo App), and there is also a built in messaging system that opens communication lines between parents and teachers.

'Dojo's' are our main reward system ensuring pupils' achievements are immediately recorded and shared. 'Dojo's' can be accumulated and spent in the 'Dojo' shop. A list of standard Dojo's to be awarded is contained in Appendix 1.

### **Behaviour Management Procedure**

- Each day every child starts with their name and/or Dojo avatar on the green section of the positive behaviour display on the classroom wall.
- If a child is displaying inappropriate behaviour they are given a 'verbal' warning, they move their name below the dotted line and are given the chance to change their behaviour.
- If a child has had a verbal warning and continues to display inappropriate behaviour their name is moved onto the orange section of the display and this is recorded on Dojo .
- Once a child is on the orange card, if they continue to display inappropriate behaviour they are given another 'verbal' warning ,they move their name below the dotted line and are given the chance to change their behaviour. If they need to be told again of inappropriate behaviour their name is moved onto the red card again this is recorded on Dojo
- Each display will also have a star section. Names should be moved onto these if staff considers exceptional effort or good behaviour has been demonstrated. If the star is reached two additional Class Dojos are awarded.

### **Sanctions for being on Red**

- If behaviour continues to be unacceptable further sanctions may be necessary. These may include them being moved to another classroom or sent to a member of the Senior

Leadership team. In such instances, a record will be made on CPOM's and parents will be informed through Class Dojo.

- On occasions the older children may be asked to complete a period of 'School Community Service'. This involves the children assisting the school in some way. Eg tidying communal areas etc.
- Children's names may be moved 'straight to red' for more serious unacceptable behaviour. See Appendix 2 - These have been compiled with the School Council after consultation with the children in their class.
- At any point, class teachers may decide to send the children for instant 'time out' from the classrooms particularly if the child is disrupting the learning of others or if their behaviour results in them moving straight to the red card. Time out will be completed in either a parallel class or a SLT's class if deemed appropriate. For extreme behaviours the HT, DH or Lead Learning Mentor may be asked to supervise the 'time out' session.
- Children in the Foundation Stage will have 'thinking time' immediately following the incident in the same room. If the incident is deemed serious by staff this 'thinking time' will be taken in the parallel classroom.
- Repeated or serious incidents or those which result in substantial loss of learning time may result in a lunchtime or playtime detention.

A record of all children's behaviour can be seen on Class Dojo.

If the teacher becomes concerned about a regular pattern of unacceptable behaviour emerging then the parents / carers will be informed and strategies put in place.

The Headteacher / Deputy Head should be informed if the situation continues and they will make the decision whether to speak to parents and whether the child needs a behaviour chart / home school book or an individual behaviour plan/ handling plan. (IBP)

Any contact/discussions with parents or any additional information regarding unacceptable behaviour should be logged on CPOMs.

Any incidents which are racial, homophobic, sexual or are considered to be bullying will be referred directly to the Headteacher/Deputy Head and logged on the LA form. These will then be reported to Governors.

There may be some children in school who find it difficult to control their behaviour as a result of different issues. These children will be given a behaviour plan which will involve regular contact with home and access to the nurture group at lunchtimes. It is the responsibility of the class teacher to inform any additional members of staff who need to know this information including the Senior Midday Supervisor and cover staff. These plans will be reviewed at least half termly in a 'team around the child' meeting to which all professionals including TA's or any external agencies if available will meet to discuss strategies and review the plan. This information will be communicated to parents/carers. These meetings may be held more regularly according to need.

It is appreciated that teachers and TA's working with our most challenging children may need extra support. This will come from the team around the child meetings as well as informal supervision.

The school also provides a confidential counselling / support service from the Lead Learning Mentor once a month which can be accessed by any member of staff.

The school has a designated 'safe' area to which a child may be instructed to go or moved to in order to ensure the safety of both the child and the other children and / or staff.

This area will be staffed whenever in use and will be recorded on CPOMS. Parents / Carers will be informed and any use will be reported termly to the Governors.

### **Lunchtime Behaviour**

It is important that all staff recognise that behaviour at playtimes and particularly Lunchtimes can have a detrimental effect on learning in the following sessions. Wherever possible incidents will be dealt with during the lunchtime period by the staff on duty so as not to take up teaching time after the break or undermine the authority of the lunchtime staff.

- Good behaviour during lunchtimes will be rewarded with Class Dojos. Midday supervisors will record any Dojo's given in their blue book and the Senior Midday Supervisor will award these directly after lunch.
- Positive behaviours will be reinforced and praise given wherever possible.
- If a child displays inappropriate behaviour at lunchtime, the midday supervisors will record this in a note book. Restorative practice will be used. If appropriate a warning will be given to the child/ren which will be recorded in the book and a 5 min time out will be given. (yellow card)
- If a further incident occurs, or the incident is deemed serious enough, the midday supervisors will send the child for 10 mins 'time out' time on a designated area of the playground. (red card)
- Children displaying any of the behaviours deemed 'Red' will immediately get 'time out'.
- In the event of repeated incidents or more extreme cases of inappropriate behaviour the member of the SLT on duty needs to be summoned.
- Teaching staff will be **briefly** updated about any behaviour which have caused concern, may impact on the afternoon sessions, or where behaviour has been particularly good. The Senior midday supervisor will record any incidents on CPOMS and assign a red card tag to the entry.
- Where appropriate an update regarding a behaviour pattern or extreme behaviours will be given to the Head teacher or Deputy Head by the senior midday supervisor at the end of lunch time.

### **Restorative Practice**

Brigg Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way (See Appendix 2).

- Any form of humiliation or sarcasm is not acceptable.
- Every effort will be made to maintain safety and retain all children's access to learning.
- Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly.

- Decisions regarding consequences must be considered, reasonable and not made on impulse.

Where classroom behaviour is disruptive, teachers will apply the procedures from the behaviour system.

### **'Headteacher Award' Assembly**

The 'Headteacher Award' assembly is held on a Friday morning, during which two children from each class will be presented with an award. These are conducted on a rotation with Upper KS2, Lower KS2 and KS1/Foundation on alternate weeks. Their parents/carers will be informed and invited to attend the assembly the following week when the child receives their certificate. The Nursery children are also awarded the Headteacher award. This is presented in class and parents are invited in to share it with their child at the end of the school day. In all cases, the photographs of the children holding their awards are displayed outside the classrooms.

### **Reading Books. P.E. Kits and Homework**

For pupils who continually forget P.E kit/homework and reading books a message on Class Dojo will be sent to parents / carers. Letters are available if parents / carers are unable to access this system.

Children will be rewarded with one Dojo for reading three times a week at home, two Dojo's for 6 plus times and for handing in completed homework on time.

If homework is not completed at home, time will be allocated in school.

### **Stages of Intervention**

The SENCO / Lead Learning Mentor should be made aware of all children whose behaviour is deteriorating. Records are kept when a child's behaviour is causing concern, these are monitored weekly by a member of the Pastoral Team.

#### **Stage 1**

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties. Inappropriate behaviour is dealt with immediately using the agreed behaviour system.
- If there is no improvement assistance should be sought from another adult in school
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

#### **Stage 2**

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to SENCO/Lead Learning Mentor, stating the reasons why.

### **Stage 3**

- Discussions between SENCO/Lead Learning Mentor and parents, involving the child as appropriate, to try and resolve the problem. The Deputy Headteacher may become involved if a resolution cannot be reached. An IBP may be written if appropriate.
- If there is no improvement, the SENCO/Lead Learning Mentor/Deputy Headteacher should inform the parents and child that the matter will be referred to the Headteacher/Deputy Headteacher stating the reasons why.

### **Stage 4**

- Discussions between the Headteacher/Deputy Headteacher and parents involving the child as appropriate. The class teacher, SENCO, Lead Learning Mentor, Deputy Headteacher to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

### **Stage 5**

The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

**NB** - Where behaviour is deemed as extreme or likely to present a Safeguarding issue, either within or outside school, the Head Teacher / Deputy Head teacher or other nominated person will deal directly with the parents in the first instance. This may include anti-social behaviour such as serious aggression towards pupils or adults, bullying, threatening or intimidating behaviour, swearing, stealing, racist and homophobic comments. Racist and homophobic incidents are dealt with in accordance with the school's equality policy. In some extreme cases of unacceptable behaviour it may be necessary for a member of staff to impose a more serious sanction.

### **Peer on peer abuse (including Sexual harassment and abuse)**

Please see the schools' safeguarding policy for more information.

All staff need to maintain an attitude of 'it could happen here'. They will address inappropriate behaviour as soon as it happens, as this can help prevent abusive/violent behaviour further down the line.

Staff are clear on:

- Our school's safeguarding policy and procedures
- Their role in preventing peer-on-peer abuse and responding to it if they believe a child may be at risk
- The indicators of peer-on-peer abuse, how to identify it and respond to reports
- The importance of challenging inappropriate behaviour between peers - if they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- They are also aware that:
- Safeguarding issues can manifest in peer-on-peer abuse
- Technology is a significant component in many safeguarding and wellbeing issues



- Children are at risk of both online abuse and face to face abuse, both of which can take place inside and outside of school
- Children can abuse their peers online through:
  - Abusive, harassing, and misogynistic messages
  - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
  - Sharing of abusive images and pornography, to those who don't want to receive such content
  - Peer-on-peer abuse may be taking place, even if not reported

We have systems in place for pupils to confidently report abuse, sexual violence and sexual harassment as well as other concerns these include but are not limited to access to their 'Special person', access to a member of the nurture team or the DSL's. Children are reassured that their concerns will be taken seriously and that they can safely express their views and give feedback. These systems are well promoted, easily understood and easily accessible. Our PHSCE and RSE curriculum allows children an open forum to talk things through on a regular basis.

Any incidents of this nature will be shared immediately with the Designated Safeguarding leads and advice will be sought from the Local Authority in the event of a disclosure.

### **Pupils leaving school without permission**

If a child leaves the school premises, then the parents will be informed immediately followed by the police. Staff will not follow or chase a child once off the school grounds as this could cause further risk to the child. A risk assessment will be carried out and changes to working practices made should these be appropriate.

### **Pupils' conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

### **Detention**

#### **Lunchtime / Playtime Detention**

Lunchtime or playtime detention may be used if behaviours are repeated, excessive, result in substantial lost learning time, or may result in a safeguarding issue. This will generally be supervised

by a member of the SLT. Children will be allowed toilet breaks and reasonable time will be allowed for the child to eat and drink. These detentions will usually require the child to complete any unfinished work or additional work which supports learning in the class.

### **After School Detentions**

Teachers have a legal power to put pupils (aged under 18) in detention. Brigg Primary School uses detention outside of school hours as a sanction. Where detention is outside school hours the Head teacher or a person designated by her, will give parents 24 hours' notice, in writing. (NB In very specific circumstances, parents can give written permission for an immediate after school detention to be given.)

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- non-teaching days - usually referred to as 'training days', 'INSET days' or 'non-contact days'.

### **Matters schools should consider when imposing detentions**

- Parental consent is not required for detentions. In most cases, however, the parents will have been working with the school and will have been informed that this would be the next step should behaviour not improve.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher will consider whether suitable travel arrangements can be made by the parent for the pupil.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.
- School staff should not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities that mean that the detention is unreasonable.
- Whether the parent for the pupil can make suitable travel arrangements.
- **NB It does not matter if making these arrangements is inconvenient for the parent.**

### **Exclusions - further details included in the Exclusion Policy**

#### **Fixed Term Exclusions**

Brigg Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in some circumstances where persistent unacceptable behaviour occurs, or where behaviours present a Health and Safety concern, it may be unavoidable. Fixed term exclusions remain a sanction that will be used where the judgement of the Headteacher deems it to be the best way forward.

A fixed term exclusion would be put in place in accordance with legal regulations and documentation where it was felt that this action would support the child in moving their behaviour forward, or

where there has been a serious breach of Health and Safety. When fixed term exclusions do occur it should be considered by all parties to be a very serious matter.

The authority to exclude resides only with the Headteacher.

Further:

Children may be excluded at lunchtimes, on a fixed term basis, if other reasonable steps have been taken and have not been successful.

The above procedure relates to formal fixed term exclusions.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they have undertaken their punishment.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The Governors of Brigg Primary agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils and/or staff at the school.

The school must clearly show that they do not have the facilities to support the child's needs. LA advice from the Behaviour Service would be sought in any instance of permanent exclusion.

### **Review of procedural decisions by the Governing Body**

Governing bodies must review:

- All permanent exclusions from their school.
- All exclusions where the pupil will be excluded from school for more than 15 days in any term.
- All, where the parent wishes, any exclusion over 5 days.

All governors will be notified of any exclusions through confidential items (part B) at termly meetings.

Lunch time exclusions will be shown as a half day exclusion and the same procedure will need to be followed.

The Headteacher will inform the Chair of Governors and the Local Authority of all exclusions.

### **Children with Social, Emotional and Mental Health Needs**

Children who exhibit behavioural problems will need to have a behavioural management programme put in place - an Individual Behaviour Plan (IBP) or in a small minority of cases, a Handling plan. For some children it will be necessary to place them on the SEN list for social, emotional and mental health issues. A range of different assessments will be used to try to identify the particular needs of the child. Eg Boxall profile, Strengths and Difficulties questionnaire, ASET checklist. These assessments will be used to gather evidence for any referral to outside agencies.

In these cases it is likely that the nurture based therapies / counselling will be offered and parents/carers will be involved. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

### **Reasonable Force**

At Brigg Primary School staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed where necessary. (Red bound and numbered book, CPOMS)

### **Confiscation of inappropriate items**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Transition**

All records relating to a child's behaviour should be passed on to the new teacher at the end of the academic school year. These should be accompanied with a verbal description of how the child presents and any strategies that have proved fruitful in supporting them.

In Y6 the SENCO/Lead Learning Mentor will organise a full transition/induction processes with the receiving school, according to the child's needs.

## APPENDIX 1 - List of Generic Dojo awards

Determination  
Self Belief  
Respect  
Good effort  
Good listening  
Being focused  
Role Model  
Participation  
Co-operation  
Kindness  
Helping hands  
English work  
Phonics  
Maths work  
Reading work  
Science work  
Theme work - individual subjects  
Home Reading  
Homework - English, Maths  
TT Rockstar  
Accelerated reader 100%  
Presentation  
Governor Dojo  
Playground  
PE  
Green all day  
Mrs Spencer's award  
Mrs Archer's award  
Whole school Dojo

## **APPENDIX 2 - Behaviour Charter - These have been drawn up in direct consultation with the school council representing the views of their class**

If an inappropriate action is witnessed by an adult or at least two other children then the action will have deemed to have taken place and the relevant warning / sanction given.

### **WARNING**

Inappropriate comments eg Oh my God.

Rolling eyes

Body Language, eg huffing and puffing.

Shrugging shoulders.

Rough outside play.

Talking whilst staff are speaking.

Throwing things eg Pencils or paper,

Low level disturbance causing distraction eg tray rattling, passing notes etc.

Teasing

Unkindness about others work.

Repeatedly shouting out.

Spreading rumours.

Name calling eg 'grass'

Hiding under furniture

### **ORANGE CARD**

Answering back to staff

### **RED CARD**

Swearing

Hurting others - physical eg kicking, punching.

Lying.

Refusal - verbal or by action.

Threat - physical.

Walking out of class.

Unkind comments about others' parents.

Talking about teachers/staff behind their backs.

Taking peoples property.

Spitting

## Appendix 3 Restorative Practice at Brigg Primary School

### Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer, saner schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

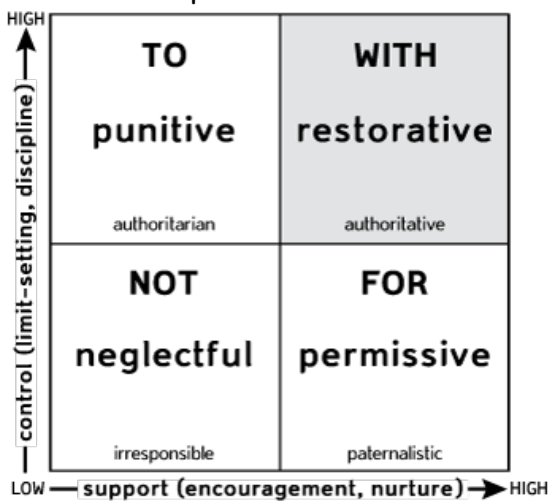
Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

### 4 Key Elements

- Social Discipline Window
- Fair Process
- Restorative Questions
- Free Expression of Emotions

1: Social Discipline Window



2: Fair Process



### The Central Idea:

'... individuals are most likely to trust and cooperate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.'

### Fair Process: 3 Core Elements

- Engagement
- Explanation
- Expectation Clarity

### Affective statements

- Another way of saying 'expressing your feelings'
- A crucial first step!
- Can bring about immediate change in dynamic between teacher or pupil.

### 3: Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

### Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

### Why No 'Why?' Questions?

'Why?'

- implies: 'I have already judged you and found you lacking - I know what I think you should(n't) have done.'
- is a question young people often can't answer - just as they often act with no awareness of possible consequences.

## The Compass of Shame



### Positive ways to deal with Shame:

- Talk about it
- Apologise
- Admit the wrongdoing
- Make amends
- Express feelings
- Make a commitment to change
- Ask for support

## APPENDIX 4 USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

*Please Note: Parental consent is not required to restrain a pupil.*

### 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.

### 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 judgment 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.

## COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.

Schools do not require parental consent to use force on a student.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.