

John Ruskin Primary School and Language Classes

School Code (School Rules) and Policy on Use of Force

Co-ordinator: Linda Dickinson

Last review: May 2017

Next review: 2019

John Ruskin School 1992

Revised: January 1996

Revised: January 1998

Revised: February 2000

Revised: summer 2004

Revised: January 2007

Revised: March 2010

Revised: January 2012



“Be responsible, be fair, stay positive and care”

Our School Code

In order to promote learning we recognise that it is important to provide a calm atmosphere in which children can feel safe and secure and learn effectively.

We believe that this can be achieved by all adults and children. We expect all adults and children to display and adhere to our eight core values. These are:

- | | |
|------------------------------|---|
| <u>KINDNESS</u> | e.g. valuing the work and opinions of others, making new pupils feel welcome, caring for someone who is upset or hurt. Never resorting to physical or verbal attacks or intimidation of others. |
| <u>RESPECT</u> | e.g. understanding cultural differences, looking after the property of others and the school, speaking politely and quietly at all times. |
| <u>HONESTY</u> | e.g. telling the truth, talking about incidents that happen and their accepting their consequences. Never taking anything that does not belong to you. |
| <u>FAIRNESS</u> | e.g. treating others as you would like to be treated, following the school rules, sharing equipment, friends, taking turns. |
| <u>WISDOM</u> | e.g. wanting to learn new things, trying hard in the classroom, doing homework well, learning by your mistakes. Never bringing dangerous items into school. |
| <u>HOPE</u> | e.g. being optimistic, working to achieve targets, not giving up (being positive), having goals. |
| <u>COURAGE</u> | e.g. trying new things, having a go, self evaluation (how am I doing?), standing up for what is right by reporting any problems to an adult in the school. |
| <u>RESPONSIBILITY</u> | e.g. looking after the school and equipment, completing work, knowing the school code [core values] and motto and following the code. Taking responsibility if you have done something wrong. |

The aim of these core values is to promote good behaviour, self-discipline and respect, prevent bullying and ensure that pupils complete assigned work.

Each class writes its own class rules based on these core values and reviews them every term.

School Motto

We also have a school motto which encapsulates these core values. It is **“Be Responsible, be fair, stay positive and care”**

This is displayed around the school and the school council have written explanations about what it means e.g. in the dining hall, on the stairs.

All the staff at John Ruskin endeavour to provide a role model which positively reflects our core values and motto. We invite parents and all who visit the school to also reflect this.

Parents are always welcome in our school. We welcome discussions with parents as we are here to support you and your children throughout their years with us.

The Award System

The award system acknowledges the implicit caring atmosphere and positive attitude to be found within the school. The most valuable rewards are immediate and sincere. Acknowledgement can be verbal and/or a combination of the following:

- Smiles;
- Body language;
- Comments written on work;
- Individual or whole class sticker/award charts
- Sharing the work/deed within own class;
- Giving extra free time within the class;
- Giving extra responsibility and privileges;
- Giving a whole class/group reward;
- Sharing work/deed with another class or sharing with co-head, deputy or assistant heads and receiving stickers;
- Awarding certificates including core values certificates;
- Receiving stickers from support staff at playtime or lunchtime;
- Having good deeds mentioned in assembly;
- Sharing work and deeds at Friday sharing assembly;
- Lining up cards and rewards;
- Reward afternoons

.....***“The most valuable rewards are immediate and sincere”***.....

The Success of the School

The success of the school community is dependent on active participation and involvement of parents, children and staff. This is achieved in a variety of ways:

- Formally
- Training courses for parents
- Informed parent coffee mornings
- Contacts with the schools parent support worker
- Informally – by sending notes home about good work and behaviour or through conversations in and around school;
- By encouraging links with Friends of John Ruskin (FoJR);

- By inviting parents on outings and to participate in activities around the school;
- By displays of information for parents
- Parents Evening
- Parents curriculum events
- Parent and parent/child clubs

Our school code also includes the following ways of helping those who sometimes have difficulty in remembering appropriate behaviour, this includes bad behaviour or bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school. The Headteachers authorise all staff including teachers and support staff to sanction [punish] breaches of the school behaviour code [core values] in the following ways:

- A loss of privileges e.g. playtime, outings, clubs;
- Detentions; where children in KS2 complete a 'thinking about my behaviour' sheet;
- Being placed in another classroom at teachers discretion;
- Being asked to write letters of apology;
- Giving children time to talk through their problems;
- Regularly revisiting expected behaviour, core values and rules and explaining why this behaviour is essential;
- Being sent to a member of the senior staff to discuss behaviour and complete work;
- Non attendance at the half termly reward afternoons (children who have a large number of detentions or who have been involved in a serious incident of inappropriate behaviour)
- Indoor playtimes where a child has repeatedly broken playground or behaviour rules
- Being placed on daily report to a member of the senior staff. A report sheet is completed daily and behaviour discussed to reinforce good behaviour.
- Being placed in a seclusion room
- Exclusion from the school at lunch-times – leadership team members only
- Temporary or permanent exclusion from the school – Headteachers only

....."The success of the school community is dependent on active participation and involvement of parents, children and staff".....

The School follows the Department for Education Guidance (January 2016) as laid out below:

Behaviour and Discipline in Schools
Department for Education Guidance January 2016 as
adopted by John Ruskin Primary School and Language
Classes Governors

Teachers' Powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Punishing poor behaviour

What the law allows:

13. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

14. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

15. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

16. The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

17. Corporal punishment is illegal in all circumstances.

18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Behaviour and sanctions

19. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

20. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

21. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"⁷ – see paragraph 21.

⁷Section 90 of the Education and Inspections Act 2006

24. Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - o taking part in any school-organised or school-related activity or
 - o travelling to or from school or
 - o wearing school uniform or
 - o in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

27. Teachers have a power to issue detention to pupils (aged under 18).

28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

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

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

30. The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

31. Parental consent is not required for detentions.

32. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

33. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

34. 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 which mean that the detention is unreasonable.

- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for “prohibited items”⁹ 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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

⁸Section 94 of the Education and Inspections Act 2006

⁹Section 550ZA (3) of the Education Act 1996

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

Power to use reasonable force

38. Members of staff have 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.

39. 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.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

41. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Seclusion / isolation rooms

42. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

43. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

John Ruskin Primary School Policy on the Use of Force with Pupils with Reference to Section 93 of the Education and Inspections Act 2006 and the DCFS Guidance on the Use of Reasonable Force July 2013.

Teachers, Nursery Nurses, Premises Officers, Senior Administrative Officers, Meals Supervisors, Learning Mentors, Pupil Development Coordinators and Teaching Assistants are authorised by the Governors and Head Teacher to use such force as is reasonable in the circumstances to Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

Section 93 Power of members of staff to use force

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a) committing any offence,

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

(3) The power conferred by subsection (1) may be exercised only where—

(a) the member of the staff and the pupil are on the premises of the school in question, or

(b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

(4) Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.

(5) The powers conferred by subsection (1) are in addition to any powers exercisable apart from this section and are not to be construed as restricting what may lawfully be done apart from this section.

(6) In this section, “offence” includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.

The staff to which this power applies are defined in section 95 of the Act. They are:

Section 95

“member of the staff”, in relation to a school, means—

(a)

any teacher who works at the school, and

(b)

any other person who, with the authority of the head teacher, has lawful control or charge of pupils for whom education is being provided at the school;

Staff at John Ruskin receive training from Team Teach in safe ways of calming children and de-escalating incidents involving pupils. Holding [use of force] is only used as a last resort to ensure that a child remains safe. Force must only be used when it is reasonable, proportionate and necessary.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”. (George Matthews - Team Teach Director)

Key points from DFE Guidance July 2013 which the governors adopt as policy:

- School staff have a 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.

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 pupils.
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 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.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
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 force².
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

²Section 93, Education and Inspections Act 2006

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- 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.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³:

³ Section 550ZB(5) of the Education Act 1996

- 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.

Force **cannot** be used to search for items banned under the school rules. 6

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Communicating the school’s approach to the use of force

- 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 headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- 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, or prevent them taking action needed to prevent a pupil causing harm.
- 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.

Using force

- A panel of experts⁴ 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.

⁴ Physical Control in Care Medical Panel - 2008 7

Staff training

- Schools need to take their own decisions about staff training. The headteacher should 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.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

- It is 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 parents⁵.
- 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.

⁵ References to parent or parents are to fathers as well as mothers, unless otherwise stated.

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

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive

force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid.

Further sources of information

Other departmental advice and guidance you may be interested in

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for Headteachers, staff and governing bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, Headteachers, school staff, governing bodies and proprietors of independent schools

Associated resources (external links)

- Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers

Governors' statement on discipline policy/procedures and school rules

We acknowledge that all children are entitled to an education. We expect staff, pupils and parents to uphold the school behaviour and discipline policies. Exclusion will only be used after all other measures have been unsuccessful.

Exclusion would not normally be for a first offence

A child will only be excluded if they have committed a serious breach of the school code i.e.

- Have refused to do as asked and pose a Health and Safety threat to themselves and others
- Have deliberately hurt another person
- Have been verbally abusive and threatening
- Have been racially abusive
- Have brought dangerous items onto the school premises
- Have bullied
- Have stolen

This statement is in conjunction with the school code of behaviour.

Examples of Behaviours and Appropriate Responses

Foundation Stage

Minor

- Refusing to work
- Kicking/hitting
- Fighting
- Pushing
- Leaving classroom without permission
- Stealing
- Swearing at another child
- Sulking
- Not lining up
- Damaging another child's work/property
- Poking/pinching
- Aggressive body language/tone to other children
- Unkind behaviour
- Sexist behaviour

Moderate

- Deliberately damaging property
- Not following instructions from an adult
- Hitting an adult
- Swearing at an adult
- Aggressive body language/tone of voice to adults
- Unkind behaviour
- Temper tantrum (mild)

Major

- Repeated occurrences of any of the above over a sustained period
- Temper tantrum (major)
- Racist behaviour
- Biting

Key Stage One and Two

Minor

- Sulking
- Not completing homework (Year 2 onwards)
- Pushing
- Damaging property or work of others
- Aggressive body language/tone to another child
- Play fighting
- Not lining up
- Poking/pinching/hitting (once)
- Sexism
- Distracting other children

Moderate

- Deliberately damaging property/the work of others
- Stealing (if item is returned)
- Kicking
- Repeated hitting/poking/pinching
- Not following instructions
- Spitting
- Very unkind remarks
- Refusing to work
- Swearing at another child

Major

- Fighting
- Hitting an adult
- Leaving the classroom without permission
- Swearing at an adult
- Stealing (if item is not returned)
- Racism
- Temper tantrum
- Biting
- Refusing to follow instructions
- Any of the above behaviours carried out repeatedly over a sustained period.
- Violent behaviour of any type

Examples of Sanctions

Minor behaviour problems

- Detention (5 minutes or 10 minutes if appropriate)
- 'Time Out' sitting in another area of classroom to think about behaviour or work quietly.
- Apologising
- Writing a letter of apology
- Loss of privileges e.g. not allowed to do special jobs, attend a club
- Ignore child and praise when doing correct thing or praise other children who are doing the correct thing.

Moderate behaviour problems

- Detention (15 minutes or more than one session) it can be useful to let children 'earn' a reduction in detentions by good behaviour
- Send to another class for a period of time – 15 minutes, half an hour, half a day, one day
- Lunch time detentions, loss of reward afternoon or after school clubs
- Speak to parents, meet with parents (teacher)
- Send to Senior teacher to discuss behaviour
- Parents invited to pay for any damage done
- Children who receive more than 5 detentions in a term – parents to be informed
- Children who receive more than 10 detentions in a term – parents invited to a meeting with Head Teacher or Deputy Head

Major behaviour problems

- Letter home to parents from senior staff/Deputy/Head
- Parents invited to meet teacher and Head/Deputy/Assistant Head
- Place child on daily report to a senior teacher (inform parents by letter please)
- Place child on daily report to Deputy then Head (parents informed by letter)
- Exclusion
- Any racist incidents must be reported to the Head or Deputy and recorded in the 'Racist Incident Log' (main office). Parents to be informed by letter
- Loss of privileges e.g. school reward trips, teams, clubs
- Sustained period being taught in another class or by a senior teacher, Head, Deputy (half day/one day/one week etc)
- Letter of apology written by child.