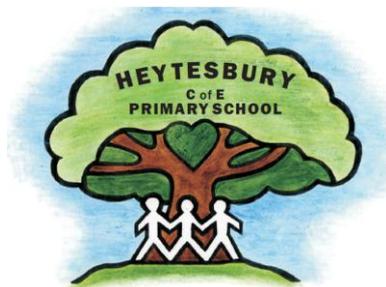


## HEYTESBURY CHURCH OF ENGLAND VA PRIMARY SCHOOL



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### MISSION STATEMENT

*"Nurturing today's minds for tomorrow's world through our Christian values"*

### VISION STATEMENT

Heytesbury School strives to provide all children with a safe and secure learning environment. We set high standards and expectations to enable all children to do their best and achieve their full potential. A key feature of the school is our caring family atmosphere underpinned by our Church of England ethos.

At all times we offer encouragement and support. When needed, forgiveness, reconciliation, help and guidance is readily given. We want all children to establish a good foundation of knowledge and skills that, not only prepare them for the intellectual challenge presented by secondary school life, but also helps them to develop the social skills and attitudes that are needed in our rapidly changing world.

Our ethos is summed up by focussing on the following six Christian values:

Hope, Courage, Friendship, Forgiveness, Wisdom, Truthfulness

Through adhering to these values we will ensure that the school environment is a safe and caring place where our children can, share, consider and experience ethical enquiry in order to cultivate habits required for good moral conduct.

<b>Reviewed</b>	<b>November 2017</b>
<b>School lead</b>	<b>Head Teacher</b>
<b>Governor lead</b>	
<b>Next Review</b>	<b>September 2018</b>

The Behaviour Policy is based on the principles that:

- children respond best to praise, encouragement and reward
- positive comments and response should be given wherever possible as opposed to the negative.

The whole school community is firmly committed to this philosophy. We believe that discipline is a joint responsibility of parents and school staff.

Each class will have a set of Golden Rules negotiated, discussed and agreed upon by the children. These rules are based on the premise that the children are in school to learn, and the staff to teach or supervise. Each class has its rules displayed in the classroom. They vary slightly from class to class, but are basically:-

1. We listen carefully to others and follow instructions.
2. We always do our best.
3. We do not disturb others in any way.
4. We are kind and thoughtful to others.
5. We move around the School carefully and safely.
6. We look after all property.

Children following these rules can expect:-

- praise
- stickers
- stars on reward charts
- house points
- to be congratulated and celebrated in the newsletter
- a Head Teacher's special 'postcard' for excellent contribution towards the life of the school

Stars will be given for special work and contribution *above and beyond* the normal expectations. Bronze, silver or gold badges will then be awarded in recognition of the number of stars achieved (25 per award). The Head Teacher is always happy to give children a 'special' sticker.

A 'House' system is in place. The child will remain in their nominated 'House' throughout their time at Heytesbury. Points will be awarded for positive contributions in class and/or at playtime and lunchtime. Each term, the house with most points will receive a reward.

The consequences for inappropriate behaviour are:

- a) A look
- b) A warning
- c) 'Time out' away from friends, in order to calm down, reflect, work appropriately again

- d) 'Time out' from the playtime and/ or lunchtime (to talk to an adult about appropriate and responsible behaviour and/ or to catch up on missed work)
- e) Time out of the classroom with the Head Teacher.
- f) Verbal report to parent-this may include missed work to be completed at home
- g) Telephone Call or letter to parent
- h) Exclusion (internal or external) (see separate Exclusions Policy)

The consequences will be implemented in response to the misbehaviour.

For persistent misbehaviours, a child may be placed on report – the child will present their report card to a member of staff at the end of each session, including the end of play time and lunchtime. The staff member will record a judgment about the child's behaviour. The report card is taken home each evening and signed by the parent. The class teacher and parent will meet each week whilst the child is on report.

Within the Christian ethos of the school, forgiveness is fostered and the acceptance that none of us are perfect, therefore each day is a fresh start though consequences for the misbehaviour may still need to be followed.

### **Recording Incidents**

When a serious incident occurs, an ABC form (Antecedent, Behaviour Consequence) will be completed by the member of staff dealing with the incident. (appendix 1) Completed forms will be handed to the Head Teacher, then filed in a specific ABC folder in the staff room.

If a child has persistent behavioural difficulties, a personal log book is kept in the child's classroom. Whilst any member of staff may write in this log, the class teacher maintains overall responsibility.

Any allegations of bullying or racism will be recorded on a separate sheet (appendix 2). This will be completed by the staff member who dealt with the incident and passed to the Head Teacher. All forms will be kept in a file in the Head's office.

### **Use of Reasonable Force**

We take this matter very seriously and staff are directed to never put themselves at risk of injury from a violent or aggressive pupil. They are asked to try to de-escalate the situation by talking calmly to the child in the first instance and only to use reasonable force to address the matter when the risks involved in doing so are outweighed by the risks involved in not using force. The school has adopted the Department for Education guidance on the 'Use of Reasonable Force' July 2013. (appendix 3)

If a pupil is being physically aggressive within a classroom setting, then the staff are directed to evacuate the children from the room to a place of safety and to send an 'SOS' to the Head / Office.

### **Break Time & Lunch Time Behaviour**

High standards of behaviour are also expected at break and playtimes. The rewards and sanctions listed above are also used by the Midday Supervisors.

Ongoing situations by the same child may result in the child missing playtimes or in eating lunch, or playing, in a different place to the other children.

Situations relating to a particular sport or game may result in that game being banned for a period of time. Similarly, if a child is unable to follow the rules of a game eg football, they will be banned from that game for a short time.

From time to time, certain children demonstrate unacceptable behaviours when they play together; if this is apparent then the children will be confined to play zones on the playground for a period of time or may even need to take part in social skills group activities to address the underlying causes of their animosity. This would be in addition to the Behaviour Management strategy.

To prevent poor behaviour developing whilst the children are lining up to return to class, staff are expected to be on the playground promptly to collect their class. Returning to class sets the scene for the children's learning experience for the next session and therefore children are expected to enter the building in a calm and quiet state.

### **Learning Behaviours**

We believe that certain skills are needed to ensure success in learning and in life. We link these skills to gems – 'Gem Power'

Diamond Power – problem solving

Ruby Power – empathy

Emerald Power – resilience

Sapphire Power – managing distractions

Children may be awarded a certificate for independently demonstrating a gem power. These are presented during our Friday Celebration Assembly.

**Appendix 1**

**ABC Form**

**Child/Children:**

**Date:**

**Antecedent (what happened just before the incident)**

**Behaviour (what happened)**

**Consequence**

**Signed**

**Date**

**Head Teacher/Senior Teacher**

## Appendix 2

### Allegation of unkindness / Bullying

Reported by :

Reported to:

Victim:

Perpetrator(s):

**Alleged behaviour (s)**

**Next Steps**

**Feedback to reporting person**

**Review**

## Appendix 3

**Use of Reasonable Force**

The staff has decided to adopt the guidance from the *Department for Education on the 'Use of Reasonable Force' July 2013*. This guidance is attached below:

**About this guidance**

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power.

**Who is this advice for?**

This advice is aimed at school leaders and school staff in all schools in England.

**Key points**

- School staff have 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

**1 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.

## 2 Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force (as defined in section 93 of the Education and Inspections Act 2006)
- 2) 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.

## 3 When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) 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.
- 4) 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.**

## 4 Power to search pupils without consent

- 1) In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” (Section 550ZB(5) of the Education Action 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. Separate guidance is available on the power to search without consent – see the Associated Resources section for a link to this document

## 5 Communicating the school's approach to the use of force

- 1) Every school is required by law 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.
- 2) There is no legal 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.
- 3) Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for children with disabilities and children with special educational needs (SEN).
- 4) Schools do not require parental consent to use force on a student.
- 5) 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.
- 6) 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

## 6 Using force

A panel of experts (Physical Control in Care Medical Panel - 2008) 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.

## **8 Telling parents when force has been used on their child**

- 1) 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 parents / carers.
- 2) 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.

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

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) 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.
- 3) 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.
- 4) 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 Associated Resources 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.
- 5) 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.
- 6) 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.

- 7) 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.
- 8) 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.

## **10 What about other physical contact with pupils?**

- 1) 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.
- 2) 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.

## **Frequently Asked Questions**

**I'm worried that if I use force a pupil or parent could make a complaint against me.**

**Am I protected?**

Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

**How do I know whether using a physical intervention is 'reasonable'?**

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

**What about school trips?**

The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

**Can force be used on pupils with SEN or disabilities?**

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

**I am unhappy with the idea of restraining my pupils. Am I expected to do so?**

There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

**Are there any circumstances in which a teacher can use physical force to punish a pupil?**

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal

