

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Willowbrook Mead Primary Academy

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| Author: | Ali Williams |
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Revision History:

| Version | Date | Author | Summary of Changes: |
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| 2 | 25/08/2018 | GP | Reviewed and amendments made to reports |
| 2.1 | Sept 2019 | LN | Logo and academy name amended |
| 2.2 | Sept 2020 | HS | Reviewed and amendments made where needed (incl dojo and adaptation of report system). Including covid 19 information and adaptations |
| 2.3 | April 21 | HS | A new paragraph on physical intervention sent by the Trust in line with LA updates. |
| 2.3 | Sept 2021 | HS | Reviewed and no amendments made |
| 3.0 | Sept 2022 | AW | Reviewed and new policy implemented |
| 3.1 | Nov 2022 | AW | Reviewed and amendments made where needed |
| 3.2 | August 2023 | AW | Reviewed and amendments made where needed |
| 3.3 | April 2024 | RP | Reviewed and amendments made where needed |
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**WRITTEN STATEMENT OF GENERAL PRINCIPLES FOR BEHAVIOUR
BEHAVIOUR POLICY – ADAPTED IN LINE WITH THE BEHAVIOUR & DISCIPLINE IN SCHOOLS’ FEB
2014**

A consistent approach to behaviour management.

This policy sets out to define a code of appropriate behaviour for Willowbrook Mead Primary Academy. The policy is based on the school’s vision of a kind, safe and caring school and applies to every individual.

The Willowbrook Way of, Be Kind, Be Responsible and Work Hard encapsulates our expectations of each child and has its basis in the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.

1. **Work Hard** – We promote resilience, grit and determination so pupils learn that success needs hard work and effort.
2. **Be Kind** – We aim to develop respectful, tolerant children who are kind to everyone.
3. **Be Responsible** – We encourage children to make a positive difference to themselves and the world around them.

In addition, the **Willowbrook Way** sets out daily expectation for our children and aims to ensure that there is a consistent structure in place, detailing what is expected and why these actions are important.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt good standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, respectful, well mannered, helpful and to become good citizens who will contribute positively, and this is role-modelled by staff. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Willowbrook Mead Primary Academy and to feel that it is a place where they are safe to learn without disruption or distraction.

We have high expectations of tasks for our children, and we want to ensure that these are completed in lessons and teachers will ensure that all children complete these to the appropriate standard. Staff will use their skills and expertise to understand when behaviour is becoming a barrier to learning and they will provide a necessary intervention to support the child.

The overall standard of behaviour is the collective responsibility of the whole staff. This may be during the school day, school trips or outside of school. Where children do display inappropriate actions there are clear lines for consequences alongside our relational approach. The message is always to understand the behaviour.

Our celebration assemblies publicly recognise good behaviour. A weekly celebration assembly takes place. A member of the school leadership team visits classrooms at least once a day to check in with children.

As part of our behaviour policy, we recognise that parents/carers should be fully informed about their child’s behaviour in order for them to feel involved in decisions that may need to be made

around supporting them. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern, their parents will be contacted and the matter discussed. Sharing positives is encouraged with a stage red being the only case where wrong choices are shared with parents, unless linked to other concerns. In these cases, it should only be class teachers/behaviour mentor or adult covering the class who share the stage red as this avoids parents receiving a notification numerous times. The teacher will also share any medical/first aid information, rather than lunchtime staff.

Behaviour strategies and the teaching of good behaviour

RULES FOR CHILDREN

Our three school rules are:

- 1. Work Hard**
- 2. Be Kind**
- 3. Be Responsible**

These are the same for everybody but may be presented in different ways in classrooms across the school. Children will receive Dojo points, stickers and postcards for showing these rules consistently or going above and beyond in one of the areas.

WILLOWBROOK MEAD VALUES

In addition, there are a set of core values that define Willowbrook Mead and our staff and children. At Willowbrook Mead I will:

- Play kindly with all members of the Willowbrook Mead Family. Always keeping them and myself safe
- Use kind comments and language to all members of the Willowbrook Mead Family.
- Show respect to all members of the Willowbrook mead Family
- Show that I am proud of the diversity at Willowbrook Mead
- React positively to all members of Willowbrook Mead and make sure they feel safe and happy

Furthermore, where children use discriminatory or sexualised language, they will receive an intervention to support their education. This will support their understanding of the behaviour and ensure it is not repeated.

If a child needs support then staff should seek support using the Microsoft Teams for Behaviour. This will alert the Behaviour Mentor who will support in the first instance. If this is not possible then the Phase Leaders will support. As a final point of support/escalation then the VPs/Principal will be asked to support.







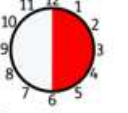



Steps of consequences

- The flowcharts below show the process for managing behaviour within the classroom. These highlight the steps to consequences and allotted time that children will receive for negative behaviour.
- Staff are entitled to skip the warning stage if they feel that behaviour is persistently disruptive towards the learning of others or puts other children/staff at risk of harm. For example:
 - hurting other children intentionally would not require a warning before receiving a consequence.
 - Persistently disrupting learning to the detriment of other children may warrant an instant consequence to establish high expectations within the classroom and allow all children to learn.
- If children receive 2 Stage Reds within a week, they will miss their Golden Time which happens on a Friday afternoon. Here they will complete a “Reflection journal” and spend time working restoratively through activities aimed at supporting positive behaviour and resilience building.
- If 2 stage reds are issued in one day, the child will complete an internal exclusion to reflect on their behaviour for the remainder of the session. In addition, the RB2L team and SLT will discuss next steps for support.
- If stage red consequences are not effective in improving behaviour and a child receives multiple stage reds, they will be placed on a monitoring report. This is a supportive intervention used to encourage children to make good choices but also identifies if there are patterns to behaviour.
- Where monitoring report does not have the desired impact and negative behaviours continue, a child will be placed on behaviour report. This means that they will miss their break and lunchtime for a set period of days as decided by their phase leader.
- If behaviour persists/the behaviour report is failed then a meeting will be arranged with the parents/carers and a discussion about next steps will take place. This may include: Communication Card, internal exclusion at Willowbrook, internal exclusion at another trust school, fixed term exclusion at home (recorded officially and shared with the trust and Local Authority).
- External, fixed term exclusions will be considered on a case by case basis. In extreme circumstances, an immediate exclusion may be issued due to the safety of the child in question or them putting others at risk.

SEMH team support will be requested for children who consistently display challenging behaviour and the agency will work with school to offer advice on behaviour. This advice is often extended to parents.

Rewards and Consequences simplified:

Behaviour consequences:

| | | |
|---|--|--|
|  | KS1 Key Stage 1 | KS2 Key Stage 2 |
|  Yellow |  5 minutes |  10 minutes |
|  Red |  15 minutes |  30 minutes |
|  Reflection journal |  Golden time |  Golden time |

2 stage reds in a week = Reflection journal time with Behaviour Mentor



All staff follow the behaviour policy and children are regularly reminded of the school rules and expectations.

This visual simplifies behaviour consequences so that all children understand and know what to expect.



Instant rewards:



We encourage staff to highlight all areas of good practice. For good work in class then Dojo points, written comments and verbal praise should be used. This should be public to promote a culture of celebration within the classroom.

All staff make every attempt to focus on the positive behaviours shown by children. We celebrate children following the school rules in different ways. We also have our celebration assembly every Friday morning which parents are invited to join.

Postcards

For work and positive behaviour that is seen as outstanding within the classroom a postcard will be handed out. These are celebrated in the classroom and taken home to show to parents/carers.



Golden time!



All pupils will enjoy golden time on a Friday afternoon. Golden time is a time for pupils to reflect on their hard work throughout the week and to enjoy time with staff and peers, honing skills for positive play and interaction as well as resilience building and team building. Teachers are to build in time for more structured and **purposeful play** such as child led games, group activities and problem solving activities.

If a child has received 2 stage reds, their golden time for the week will be spent on reflection time with a member of RB2L.

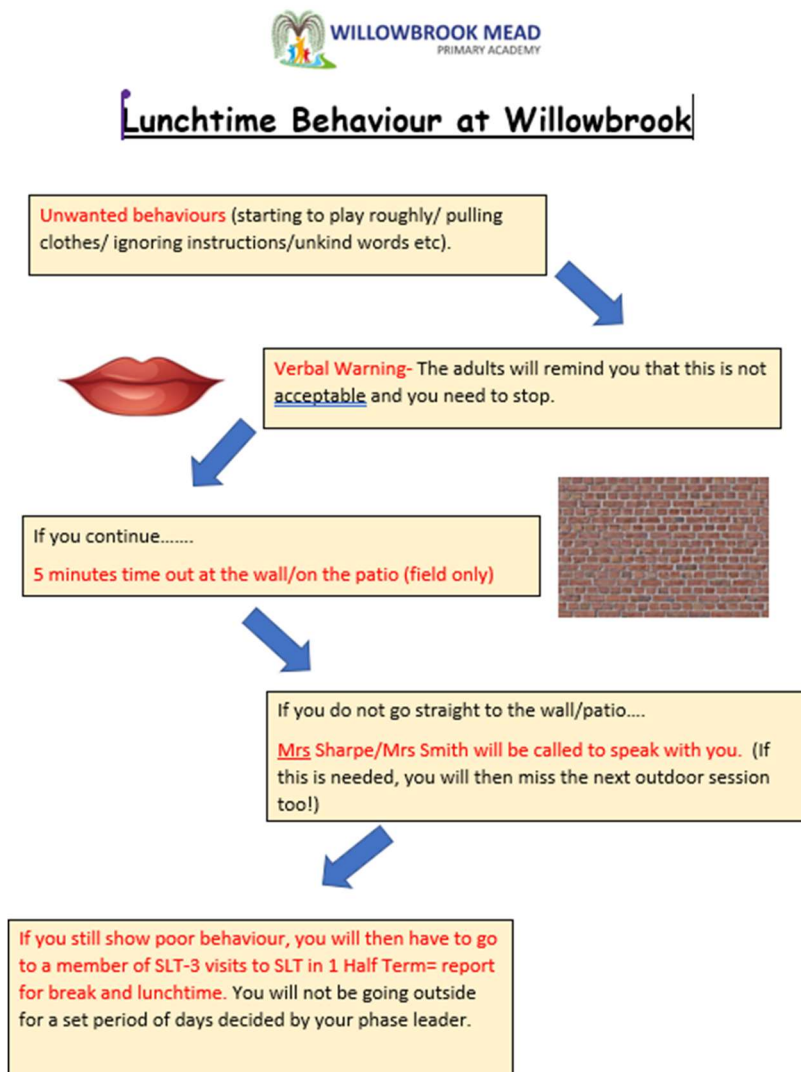
Lunchtimes

Lunchtime supervisors are encouraged to recognise and give verbal praise for children showing good behaviour. No one should be left inside without adult supervision. Inappropriate behaviour at lunchtime may result in a cooling off time by the wall.

If children have displayed behaviour against the Willowbrook values, then LTS will seek support from the Lunchtime Manager. The child will then be supported to regulate their emotions and then a consequence will be discussed through restorative practice.

Inappropriate behaviour will be reported via the lunchtime manager to the class teacher or a senior member of staff. The lunchtime manager will meet with the Vice Principal once a month to discuss lunchtime issues including the management of behaviour.

The flowchart below shows the steps to managing behaviour during a lunchtime.



Communication Cards

The communication card will break down the behaviour of a child into the stages of crisis. Staff will be supported through scripted responses centred around kindness to intervene early and ensure that children can regulate their emotions. The communication card will provide additional teaching strategies where relevant. Furthermore, the children will have bespoke rewards and sanctions aimed at supporting their behaviour. The communication card will be reviewed regularly by the RB2L team.

Discriminative Incidents and bullying

Willowbrook Mead Primary School takes a no tolerance view to racism (see our anti-racism policy) or any other discriminative behaviour such as sexism or homophobia. All racist incidents are recorded, reported and investigated according to the school's Racist Incidents Recording, Reporting and Investigating Procedures. Any incidents of a discriminatory nature will require an intervention where children are educated on the seriousness of their actions. They will be supported to understand how they can make better choices. These incidents warrant an immediate stage red consequence.

We take allegations of child-on-child sexual abuse very seriously. Any allegations must be reported to a DSL immediately and recorded using CPOMs. An investigation will be carried out and the appropriate sanction will be implemented. Further intervention will then be sought for the children involved. The school may also choose to put in place a risk assessment for individuals following these incidents.

The values of the school promote kindness but where students report bullying or cyber-bullying the academy will act quickly to support the individuals. Incidents of bullying **MUST** be reported to the Phase Leader/SLT/Principal immediately and staff must follow the guidance set out in the school's Anti Bullying Policy.

Guidelines on intervening in fights/disputes

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. However, if a child does lose his / her temper and becomes involved in a fight, it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Ask other children to move away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- It is school policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the school's Positive Handling policy)

- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children

If a pupil runs out of a class, we will establish where he or she has gone. Teachers will not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds. If a child is no longer on school premises, parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

Mobile phones

- Children in Year 5 and 6 are permitted to bring mobile devices to school, however must hand their devices in to their teacher at the start of the day so they can be held at the school office until the end of the day.
- Children found with mobile devices on their person during the school day will have their mobile device confiscated. Confiscated devices must be collected at the end of the same day. On the third instance of the phone being confiscated in the same academic year, the phone will only be returned to the parent/carer.
- Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.
- Mobile devices in school are the students' responsibility. The school/Trust accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

Physical Intervention

In line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the academy.

The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items such as 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.

For further details, please see the Appendix 3: TMET Restrictive Physical Intervention Policy at the end of this policy.



Attendance

When a child has been out of school for an extended period or has intermittent attendance, we intervene with measures in an attempt to improve this, however, we also recognise that they may struggle in terms of their behaviour. For this reason, they will meet with the behaviour mentor or have catch ups with him to ensure their effective re integration and to prevent behaviours that may impact the teaching and learning of other children.

Appendix 1 – Communication Card

| | | | | |
|--|---|---|---|---|
| <p>CHILD A</p>   | | <p>_____</p> | | |
| <p>Stage 1 and 2 Behaviour</p> <ul style="list-style-type: none"> • Child A will struggle to focus on the learning. • He is unable to process the information within the class input • Child A will then walk around the room and look for opportunities to disrupt. • Child A will include others students in his behaviour | | | <p>Interests:</p> <ul style="list-style-type: none"> • Pokémon • Ball games • Mario | <p>Key Staff:</p> <ul style="list-style-type: none"> • Hannah Sharpe • Luke Foster • Ali Williams |
| <p>Stage 1 and 2 Response</p> <ul style="list-style-type: none"> • Child A needs to be shown the learning 1:1 in a quiet, desensitised learning environment. • If Child A is running around the room he should be removed and explained to him that he will complete his learning elsewhere • Staff should give him five minutes to calm in a specific small room. A timer must be started and Child A must be shown this. • "When our five minutes is complete, then we are going to complete our learning." | | | <p>Rewards/motivation</p> <ul style="list-style-type: none"> • Verbal praise from adults • Child A will use his When and Then board to access rewards. • Child A will have rewards after each lesson but also a daily reward and a weekly reward. | |
| <p>Stage 3 CS/IE</p> <ul style="list-style-type: none"> • Child A will throw items around the room • Child A may lash out towards other students or adults. • Child A will attempt to run out of the classroom | <p>Stage 3 Response</p> <ul style="list-style-type: none"> • Staff will use Team Teach to keep Child A safe. • Child A will need to be taken to a small room • Once staff are no longer using Team Teach then they will give him five minutes to calm down. A timer must be started and Child A must be shown this. • "When our five minutes is complete, then we are going to complete our learning." | <p>Prevention</p> <ul style="list-style-type: none"> • Child A will struggle with the class input so he should be removed from this. • Child A will struggle with new adults so plans should be made around cover. | | |
| | | <p>Willowbrook Mead Primary Academy</p> | | |



CHILD A



Curriculum to be delivered

- Child A will follow the learning expectations of the rest of his class.
- His work will be differentiated to meet his needs
- Child A will have ELSA sessions around the Zones of Regulation.

Outside agencies involved

- School nurse
- Susie Lee— SENCO
- Ali Williams— TMET DSPs

Teaching strategies

- Child A will start his lesson outside of the classroom with a member of staff. They will discuss his When and Then reward (See Scripts).
- Child A will be told the amount of work that needs to be completed at the start of the lesson.
- Staff will use modelling to show him how to complete the work
- Child A will have access to key words for use with his learning.

SEMH Areas for support

- Self-esteem
- ASD tendencies
- Physically aggressive
- Risk behaviours

Considerations for the learning environment

- Child A will have small space to complete his lesson input
- He will have visual key words to use

Scripts

- "Child A when you complete your learning, you will have your 5 minute reward".
- "Child A you are showing unsafe behaviours, I am going to take you to clam down"
- "Child A well done for your learning. We are proud of how hard you have worked".



Appendix 2 – Monitoring report and behaviour report

Monitoring Report Name: Start Date: Finish Date:

| Day | 8:45-9 | 9-9:45 | 9:45-10:45 | 10:45-11 | 11-12 | 12-1 | 1:00-2:00 | 2:00-2:30 | 2:30-3 | 3-3:15 | Signed |
|-----------|--------|--------|------------|----------|-------|------|-----------|-----------|--------|--------|--------|
| Monday | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | |
| Thursday | | | | | | | | | | | |
| Friday | | | | | | | | | | | |

Behaviour Choices

- 1.
- 2.
- 3.
- 4.

The monitoring report will be reviewed weekly.

If you have:

45-50 smiles you will come off the monitoring report

Between 40-44, you will continue on the monitoring report for another week

Less than 43 smiles, you will move onto a behaviour report

Behaviour Report Name: Start Date: Finish Date:

| Day | 8:45-9 | 9-9:45 | 9:45-10:45 | 10:45-11 | 11-12 | 12-12:30 | 12:30-1:30 | 1:30-2:30 | 2:30-3 | 3-3:15 | Signed |
|-----------|--------|--------|------------|----------|-------|----------|------------|-----------|--------|--------|--------|
| Monday | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | |
| Thursday | | | | | | | | | | | |
| Friday | | | | | | | | | | | |

Behaviour Choices

- 1.
- 2.
- 3.
- 4.

The behaviour report will be reviewed weekly.

If you have:

40 smiles by the end of the week, you will move onto a monitoring report

Between 35 and 39 smiles, you will continue the behaviour report for another week

Less than 35 smiles, you will have an internal exclusion

Appendix 3

Restrictive Physical Intervention Policy

(addendum to School Behaviour Policy)

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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|-----------------------|----------------|
| Version: | 1.0 |
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| 1.0 | March 2021 | MOL/EMA | New policy addendum |



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1. Introduction

- 1.1. Guidance concerning the use of reasonable force to restrain pupils can be found in section 550(A) of the Education Act 1996, as inserted by section 4 of the Education Act 1997. This provision was extended to include all schools by section 131 of the School Standards and Framework Act 1998.
- 1.2. This policy should be read in conjunction with the Use of Reasonable Force (July 2013) DfE Guidance document for headteachers, staff and governing bodies.

2. Other Policies

Other policies to be read in conjunction with this policy:

- Behaviour for Learning
- Health & Safety
- Looked after Children
- Safeguarding (Child Protection)
- Special Educational Needs

3. Rationale

- 3.1 The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:
 - committing a criminal offence
 - injuring themselves or others
 - damaging property
 - acting in a way that is counter to maintaining good order and discipline at the school
- 3.2 This power may be used where the student (including students from other schools) is on MAT premises or elsewhere in the lawful control or in the charge of a staff member.
- 3.3 There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should always be the minimum needed to achieve the desired result.
- 3.4 The Act does not cover more extreme situations, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

4. What is reasonable force?

- 4.1 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.



- 4.2 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.
- 4.3 'Reasonable in the circumstances' means using no more force than is needed.
- 4.4 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.
- 4.5 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.
- 4.6 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.

5. Minimising the need to use reasonable force

- 5.1 Staff should always try to deal with the situation using other agreed strategies to calm a situation before considering using force.
- 5.2 Although the MAT recognises that preventative measures will not always work, there are numerous steps that will be taken in order to help reduce the likelihood of situations arising where the power to use force may need to be exercised. We endeavour to:
 - Create a calm, orderly and supportive MAT environment that minimises the risk of violence of any kind
 - Develop effective relationships between students and staff that are central to good order
 - Adopt a whole-school approach to developing social and emotional skills
 - Take a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also support each other during and after an incident
 - Recognise that challenging behaviours are often foreseeable
 - Effectively manage individual incidents while understanding the importance of communicating calmly with the student, using non-threatening verbal body language and ensuring that the student can see a way out of a situation. For example, students should always be given an option of going to a quiet space with the staff member away from bystanders and other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil
 - Wherever practical, warning a student that force may have to be used before using force.

6. Staff authorised to use reasonable force

The staff to which this power applies are defined in Section 93 of the Education and Inspections Act 2006. These are:

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

7. When can reasonable force be used?

7.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

7.2 In a school, force is used for two main purposes – to control pupils or to restrain them.

7.3 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.

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

7.5 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.

7.6 Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

7.7 In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not be realistically dealt with by any other means.



8. Deciding whether to use reasonable force

- 8.1 Staff should only use force when the risk of not using force significantly outweighs those of using force. Then the judgement whether to use force and what force to use should always depend on the circumstances of each case. Students with SEN and/or disabilities should be handled according to information about the individual student concerned (see section on 'Staff Training')
- 8.2 Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:
- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
 - The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified
 - The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means the more likely it is that using force can be justified.
 - The relative risks associated with the physical intervention compared to the risks of using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force can be justified

9. Using reasonable force

- 9.1 Staff, as far as possible, should not use force unless or until another responsible adult is present to support, observe and call for assistance. Then staff should always only use the minimum amount of force to achieve the desired effect.
- 9.2 Before using reasonable force, staff should, wherever practical tell the pupil to stop misbehaving and communicate in a calm measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- 9.3 Types of reasonable force used could include:
- Passive physical contact resulting from standing between students or staff and students
 - Active physical contact such as leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back
 - In more extreme circumstances, using appropriate restrictive holds
- 9.4 Where there is a high and immediate risk of death or of serious injury, any member of staff would be justified in taking necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include



preventing a student running off the pavement onto a busy road or preventing a student hitting someone with a dangerous object such as a glass bottle or hammer.

- 9.5 Staff should always make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student.
- 9.6 Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate.

10. Power to search pupils without consent

10.1 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” :

- 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.

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

11. Staff Training

11.1 The Special Educational Needs Co-ordinator (SENDco) will also make individual risk assessments available to staff where it is known that force is more likely to be necessary to restrain a particular student, such as a student whose SEN and/or disability is associated with extreme behaviour. Appropriate training will be given to the necessary staff working with these students on a regular basis, and College staff will be notified about procedures in place.

11.2 Some key members of Inclusion staff and at least one member of SLT within each school and College will be trained and regularly updated in the use of positive handling. Usually the staff are those most likely to find themselves in a situation that may require the use of reasonable force and are therefore trained to do this correctly and in a lawful manner.

12. Recording/reporting Incidents

12.1 All TMET schools and colleges will keep records of every incident in which force has been used, in accordance to TMET policy and procedures and safeguarding requirements. The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform TMET improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

12.2 Staff that can be called if a situation arises include:

- Behaviour Intervention Coordinator
- SENDco
- Support staff – trained and confident to deal with the situation
- Vice Principal
- Principal
- Head of School
- Headteacher

Staff to be informed if / when restraint takes place:

- Vice Principal
- Principal
- Head of School
- Headteacher

12.3 'Use of Reasonable Force to Control or Restrain Pupils' forms should be completed by:

- All members of staff involved
- Vice Principal
- Principal
- Head of School
- Headteacher

12.4 Parents/carers to be informed on the same day by:

- Head of Year
- Assistant or Vice Principal
- Head of School
- Headteacher