



Behaviour Policy

Adopted: September 2021

For Review: September 2022

INTRODUCTION

The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children¹. The proprietors of Academy schools are required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented by each school's Local Governing Body (LGB). Such policies must set out the disciplinary sanctions to be adopted if a pupil misbehaves. Academies are also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour policy must be made available to parents on the school's website² and on request. This policy is not a statement of prescribed policy content or style which is a devolved responsibility of the local governing body. It is however a reminder of the statutory and advisory content of any such policy. At Woodside Junior School we maintain high expectations for behaviour, built on mutual respect, with agreed school values and rules. We recognise the importance of a positive approach to the behaviour of children in school. The purpose of this policy is to give a clear code of conduct for the use of everyone involved in our school community - children, parents, staff and governors. This policy must not be seen as static, but must be responsive to changes within the school.

This Policy should be read in conjunction with the schools Anti Bullying policy, E-Safety policy, Child Protection Policy, Equality Policy, Uniform Standards.

OBJECTIVES

Woodside Junior School Behaviour Policy is based on the key principles in which the school:

- Respects and accepts pupils and staff, regardless of age, gender, race, sexuality, religious beliefs or academic ability
- Allows teachers to teach and learners to learn
- Helps our school to act with trust and honesty
- Take pride in our school, its uniqueness and individual ethos

This policy sets out measures (as part of our legal duty) to:

- Promote good behaviour, self-discipline and respect.
- Prevent bullying (including cyberbullying and the misuse of online or mobile communication)
- Ensure that pupils complete assigned work.
- Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

The Headteacher has regard to any guidance or notification provided by the Governing Body which includes the following:

¹ [Behaviour and discipline in schools. Advice for headteachers and school staff](#). (January 2016)

² School Information (England) Regulations (2008)

- Screening and searching pupils,
- The use of reasonable force and other physical contact,
- Disciplining pupils beyond the school gate,
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct.

To meet Public Sector Equality Duty (PSED) this Policy ensures that :

- Bullying that is inflicted on the grounds of race, gender, disability and other characteristics (such as sexual orientation) is not tolerated and is penalised
- There are no rules, penalties or punishments that would disproportionately affect a particular group of pupils

The Headteacher of this school sets out measures in the Behaviour Policy that:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils

The Headteacher of this school also:

- Takes into account guidance or notification provided by the governing body when writing the behaviour policy
- Decides the standard of behaviour expected of pupils
- Determines the school rules and any disciplinary penalties for breaking them
- Publicises the behaviour policy at least once a year to parents, pupils and staff

Discipline in schools – teachers’ powers (*Behaviour and Discipline in Schools, DfE 2016*)

- 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).
- 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 sanction on that pupil.
- The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

- 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.
- 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, including cyberbullying and or misuse of online/mobile communication
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

A sanction must be proportionate. In determining whether a sanction is reasonable account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Her Majesty's Inspectors of Schools set out clear guidance about expectations for behaviour in schools including:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidents of low level disruption are extremely rare.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Pupils conduct themselves well throughout the day, including at lunchtimes.

Aims and Values

Our school aims to provide a happy and secure environment for all those who work in or visit it. We believe it is important:

- To foster positive, caring attitudes to one another and an environment which enhances the quality of school life and learning.
- To acknowledge that each and every person in the school community has a personal part to play.
- To support anyone who needs help and encouragement, in particular developing self-esteem. We realise particularly the importance to children of approval by their peers.
- To listen with care to the views and opinions of one another and to value them.
- That we respond in a polite thoughtful manner to one another.
- That we each fulfil our responsibilities, whether as child, parent, volunteer helper or staff member with regard to:

- punctuality
- completing tasks to the best of our ability
- taking responsibility for our buildings and equipment
- cooperation with and respect for other members of the school community.

Woodside's Code of Conduct

The Woodside Code is at the heart of expectations for behaviour and our strategies for promoting positive behaviour. They are a set of values that apply to the whole school community.

- **We look after our environment at all times.**
- **We always listen to others.**
- **We walk around our school sensibly.**
- **We always look smart in our uniform.**
- **We have good manners.**
- **We are honest.**
- **We are respectful, kind and helpful.**

The code is displayed in every classroom and around the school.

Promoting Good Behaviour

We are all aware of the importance of encouraging appropriate behaviour for learning and playing and also of the different ways that this can be achieved. The climate and ethos of the school is central to establishing and maintaining high standards of behaviour.

A well-managed, orderly environment is expected in school to promote a positive attitude to learning and playing. Children are encouraged to react in a positive, caring way to allow everyone to learn and to enjoy themselves. Our commitment to the maintenance of good order depends on the constant vigilance and insistence on high standards of behaviour from pupils by staff, and positive behaviour being modelled by staff. In such a way, the children will learn what is expected from them, and will be rewarded with the positive consequences of making good behaviour choices.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply the guidelines in a consistent way. We want all our children to develop into young people who are able to make good behaviour choices by judging the effect that their behaviours have on themselves and others.

We recognise the need to educate children about the effect their behaviour and language can have on others and will take the time to explain this to them rather than just applying a sanction. This may be of particular significance in cases of discrimination.

Part of good behaviour is adhering to the school's uniform code, designed to create a smart and purposeful environment. We expect all pupils to follow our dress and standards code which is detailed in our Uniform Standards (available on our website). The school feels at junior school age it is very much parental responsibility to

ensure that pupils comply with our standards and dress code. Please refer to the government's website

<https://www.gov.uk/school-uniform> and in particular the paragraph:

'The head teacher can discipline your child for not wearing the school uniform. Your child can be suspended or expelled if they repeatedly ignore the uniform rules.'

Dealing with behaviour off-site

Under the Education and inspections Act 2006, teachers have the power to discipline pupils for misbehaving off the school site.

Woodside adheres to The DfE's advice on behaviour and discipline in schools which explains that:

'Subject to the school behaviour policy, staff may discipline pupils for misbehaviour when a pupil is:

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

Or the behaviour

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.'
- Is bullying and or the misuse of online/mobile communication including inappropriate language with another pupil

Classroom discipline

Good discipline within each classroom is a necessary prerequisite for effective learning to occur. Day to day discipline within the classroom is the responsibility of the class teacher.

In order to maintain discipline in the classroom teachers provide:

- Well practised procedures and routines for effective and efficient classroom management
- A stimulating learning environment
- Well planned and prepared lessons
- Interesting work for children
- Work that is challenging
- Activities that are suitably differentiated
- Clearly understood boundaries between acceptable and unacceptable behaviour

The values expressed and encouraged inside the classroom will match the values of the whole school. Discussion with the children, especially at the beginning of a new school year, will enable teachers to establish shared values of classroom behaviour.

Teachers have the right to teach and children have the right to learn. Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

Searching pupils and confiscation

Based on the DfE's guidance (*Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies*), the staff at Woodside can search a pupil (including his/her bag or locker) for any item if the pupil gives consent. This does not need to be formal written consent.

In accordance with the DfE advice, Headteachers and authorised staff have the statutory power to search pupils, without consent, where they suspect the pupil has a prohibited item. This includes electronic devices and mobile phones which are not permitted in school.

In exceptional circumstances, staff may use reasonable force when conducting a search for prohibited items. (See 'Use of Force to Control or Restrain Children' at the end of this policy)

Rewards and Sanctions

Rewards

In keeping with our positive model of behaviour there is an expectation of good behaviour and high standards of work. At Woodside it is essential that we show our appreciation of the children who conform to the expected behaviour. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. Certificates of Commendation are awarded weekly in our Celebration Assembly. They are given in recognition of academic or social progress or achievement in relation to the school values. Children who recognise the core values and adhere to the Woodside Code of Conduct for the week, will be rewarded with 'Golden Time' on a Friday afternoon and choose from a variety of activities.

Further rewards and incentives may be awarded such as:

- comments or "stickers" in children's work or for recognition of lunchtime behaviour
- public praise in front of peers
- reward stickers for particular achievements (adults can respond to children wearing stickers as an opportunity for extra praise)
- recording achievements in pupil profile
- sharing achievements with parents through letters and newsletters
- opportunities for greater responsibility
- showing good work to another teacher or the Headteacher
- display of work in classroom
- giving house points (academic work - a winning house is allowed a Mufti Day once a term)
- Dojo points (Woodside Values – rewards arranged by each individual class teacher)

Sanctions

There may be occasions in every classroom when children display low level disruption or when upsets occur in the playground. The school procedure for sanctions begins when a child **has been given a chance to correct their behaviour** and has **chosen not to do so** even after a warning.

We recognise that when children have difficulty with their behaviour, this may be for a variety of reasons. We

always endeavour to understand the reasons for the misbehaviour so that we can deal with it in the most effective way.

The most powerful sanction is the disapproval of those whose views the wrongdoer respects. So we create a climate of opinion in which that sanction will have the greatest effect. Sanctions exist to protect the individual from negative forms of behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the child to take a more positive role within the school and the wider community. In all instances, in the classroom and in the playground, children will be given a warning so that they understand the unacceptable behaviour and the sanctions that may follow.

Sanctions must be proportionate. In determining whether a sanction is reasonable, account must be taken of the pupil's age, any special educational needs or disability they have and any religious requirements affecting them. Staff at the school 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 the school staff should follow the school's 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 multiagency assessment is necessary.

Corporal sanction is illegal in all circumstances.

At Woodside different 'B Levels', according to the nature of unacceptable behaviour, may be given as a sanction. Children who have received a B level during the week will receive less Golden Time at the end of the week. This is logged in every classroom. Key Stage Leaders analyse patterns of sanctions and forward their findings to SENDCo –if persistent pattern of behaviour occurs and class sanctions are no longer appropriate. In those circumstances, the school may seek a help from an outside agency such as CAMHS or Pupil Referral Unit.

LEVELS OF BEHAVIOUR AND CORRESPONDING SANCTIONS

BEHAVIOUR 1

- A warning will be given. Children will be able to rectify their mistake by showing positive consideration towards Woodside Code of behaviour.
- Strategies developed within the classroom.
- If B1 is in class, the pupil will miss up to 5 minutes of playtime and stay inside to discuss his or her behaviour with the Class Teacher. This may happen the following day if a B1 is received in the afternoon.
 - If at lunchtime, the Midday Supervisor (MDS) will issue a B1 card and the pupil will have 'time out' for 5 minutes. This will be communicated to the Class Teacher who will record it on CPOMS.
- Any lunchtime B1 levels will need to be logged by Midday Supervisors in their Lunchtime B Level Book – Upper and Lower Key Stage

BEHAVIOUR 2

- A pupil will be moved to another area and told that the behaviour is unacceptable
- A pupil will continue with their work the classroom.

- If B2 is in class, the pupil will miss up to 10 minutes of playtime and stay inside to discuss his or her behaviour with the Class Teacher.
- If B2 behaviour is observed during lunch time, MDS will report to the Class Teacher who will issue B2 to be taken the following day.
- Report to Key Stage Leaders during Golden Time for discussion.
- Class Teacher reports on CPOMS

BEHAVIOUR 3

- A pupil will be sent to the Key Stage Leader and reminded that the behaviour is unacceptable. He or she will take work to be completed during class time.
- In addition the pupil will remain in at lunchtime for the first 15 minutes with the Key Stage Leader (or a senior member of staff if the Key Stage Leader is not available) on the same or following day and will need to report to Key Stage Leader during Golden Time.
- If behaviour occurs at lunchtime, the MDS will contact the Key Stage Leader who will deal with the incident and inform the Class Teacher and parents by letter
- A Level 3 letter will be sent home by the Key Stage Leader (or a senior member of staff), a copy of which is on the system.
- Key Stage Leader reports on CPOMS

B1, B2 & B3 do not accumulate longer than 1 day.

BEHAVIOUR 4

- B4 level behaviour will be dealt with by the Key Stage Leader and reported back to the Headteacher / Deputy Headteacher
- A lunchtime detention on the same day or next day if incident occurs after lunch (30minutes)
- After school detention within a week (same day if possible -45 minutes)
- A senior member of staff will speak to parents/carers at the end of the school day, if possible, and send child home with a Level 4 letter or post it, whichever is deemed appropriate.
- Any conversation with a parent/carer about a child's behaviour **should not** take place on the playground. The parent will be invited in for the discussion to take place in private.
- Level 4 behaviour incidents at lunchtime will be dealt with by the Deputy Headteacher (Key Stage Leader if Deputy Headteacher is not available)
- Three Level 4 incidents at lunchtime will result in lunchtime exclusion for fixed period.
- The above does not affect the Headteacher's right to take immediate action in the case of a serious incident

and/or consider a fixed term or permanent exclusion.

- Lunchtime detention - discuss behaviour with the Key Stage Leader or Deputy Headteacher/ Headteacher
- After school detention – reflection and school work
- Golden Time - discuss with the Key Stage Leader or Deputy Headteacher / Headteacher strategies for behaviour improvement.
- Key Stage Leader reports on CPOMS
- Key Stage Leader / Deputy Headteacher to report on CPOMS

BEHAVIOUR 5

- The pupil will be sent to the Headteacher or Senior Leader (Deputy Headteacher or Key Stage Leader) if Headteacher is not available. .
- An incident report form will be completed by the Headteacher or Senior Leader (Deputy Headteacher or Key Stage Leader) with input from any witnesses.
- The parents will informed by phone, asked to come into school and told what has happened followed by a letter.
- The above not affect the Headteacher’s right to take immediate action in the case of a serious incident and/or consider a fixed term or permanent exclusion.
- Consequences at the discretion of the Headteacher and may result in lunchtime exclusion for a fixed period of time

EXAMPLES OF TYPES OF BEHAVIOURS AND EACH LEVEL OF SANCTIONS

	Type of Behaviour
BEHAVIOUR 1	<ul style="list-style-type: none"> • Calling out • Pushing in line • Not following adult instructions • Running in or around the school, other than on the playground or field at break times. • Talking in assembly • Several B1 over a short period of time results a discussion with Key Stage Leaders at Golden Time

BEHAVIOUR 2	<ul style="list-style-type: none"> • Name calling (verbal and or through online communication with another pupil) • Being disrespectful to an adult • Mistreating other people's property • Throwing items (food, pencil, rubber) • Refusing to carry out instructions • Refusing to attempt work <i>or</i> deliberately wasting their own or others' time
BEHAVIOUR 3	<ul style="list-style-type: none"> • Refusal to cooperate with a sanction • Personal insults(verbal and or through online communication with another pupil) • Leaving the classroom without permission, in a defiant manner • Drawing on tables, chairs or other property • Provocation • Behaving in a confrontational manner • Hitting/hurting another when provoked • Lying (to avoid further consequences)
BEHAVIOUR 4	<ul style="list-style-type: none"> • Persistent poor behaviour that puts them or others at risk • Swearing (verbal and or through online communication with another pupil) • Fighting • Spitting • Offensive language • Racism • Homophobic insults • Physical violence/hurting another pupil • Harassment – physical or verbal • Damaging property intentionally • Stealing • Refusal to go to a 'safe place.' • Repeated incidence of having a mobile phone or smartwatch (without prior agreement with the Headteacher) • Purpesfully gaining access to someone elsel's google account

BEHAVIOUR 5	<ul style="list-style-type: none"> • Premeditated physical violence • Any isolated, serious incident • Leaving or attempting to leave the school boundary • Any incident that may place staff or children in breach of health and safety • Bullying (including cyber bullying and bullying that is inflicted on the grounds of race, gender, disability and other characteristics (such as sexual orientation))
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There will be occasions when staff use their discretion and professional judgement about a level dependent on each individual incident.

When certain behaviours become persistent and resistant to intervention, as outlined in the behaviour levels and sanctions above, the school may consult with outside agencies such as the Educational Psychologist, the Pupil Referral Unit (PRU), School Nurse or Paediatrician or the Child and Adolescent Mental Health Service (CAMHS). Children, for whom outside agency support is sought, may have a Special Educational Need and support will be provided as appropriate.

Children with Special Educational Needs whose need is due to behaviour difficulties may:

- Have regular meetings with their teacher and parents/carers.
- Have a target card overseen by a member of the Senior Leadership Team working with that child and Class Teacher. A mutual decision is made, involving the child, as to when the targets are deemed no longer necessary. Parents/carers see the card weekly.
- Have targets for improved behaviour on a provision plan.
- Have a Pastoral Support Plan (PSP).
- Meet regularly with the SENDCo to discuss progress.
- Have outreach support from an external agency.

Unacceptable Behaviour

There is no place at Woodside for violence, bullying, cyber –bullying, harassment (racial, sexual or other forms of discrimination), peer on peer abuse, vandalism, rudeness to adults or bad language (including language of a sexual nature) in the school community. In line with our Anti-Bullying policy, any form of peer on peer abuse will not be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. The child protection policy should be referred to should any incidents of behaviour result in a safeguarding concern.

In rare circumstances due to the above unacceptable behaviours, it may be necessary to temporarily exclude a child from school. The decision to exclude children lies with the Headteacher. In the Headteacher’s absence this decision will be made by the Deputy Headteacher or next senior teacher in school. The last resort is exclusion from school on

a permanent basis following Buckinghamshire's guidelines on exclusion.

Monitoring

The school keeps a record of pupils' misbehaviours on CPOMS. The class teacher records classroom and playtime incidents which are monitored by the Key Stage Leader (weekly). All behavioural incidents are reviewed by the SLT every half term. Lunchtime incidents are communicated to the Class Teacher orally or written. Parents may be contacted by the class teachers / Key Stage Leader or the Deputy Headteacher when instances of recorded misbehaviour become too frequent. Copies of Level 3, 4, and 5 letters and incident report forms are kept in the CPOMS, serving as a record of the incidents. Records of incidents may remain on a child's file depending on the nature of the behaviour. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. Such incidents are reported to the Local Authority.

The school logs racist incidents, should they occur on CPOMS

Specific guidelines for dealing with bullying can be found in the school's Anti Bullying Policy

All occurrences of this type of behaviour are recorded (including the name of the "victim" if any) in the usual way and will also be brought to the attention of the Headteacher or Deputy Headteacher. This will be recorded in the school's 'bullying log.'

Repeated occurrences will need to be noted in the child's profile and brought to the attention of the parents through a letter or an invitation to meet with the Headteacher to discuss appropriate responses to the repeated inappropriate behaviour.

Monitoring and Evaluation

The implementation of this policy will be monitored by the Headteacher and Leadership Team.

A report on effectiveness, including a resume of incidents recorded, will form part of the Headteacher's written report to the Governing Body once a term.

Review

This policy will be reviewed every year.

Appendix

Use of Force to Control or Restrain Children

1. From time to time a child may behave so disruptively or dangerously, and be so resistant to instruction or persuasion, that physical force is the only control measure available to the responsible adult. This protocol sets out the Woodside policy governing such situations.
2. Essentially the school's policy is to comply with the s.93 of the Education and Inspections Act 2006, and the Government's guidance 'Use of reasonable force – advice for head teachers, staff and governing bodies' July 2013³. This protocol should be read together with both. The core principle is that a *member of staff* may use *reasonable* force to prevent a child from doing, or continuing to do, one of the following:
 - (i) committing an offence (or what would be an offence if the child were old enough);
 - (ii) injuring her/himself or another, or damaging property;
 - (iii) disturbing order and discipline.
3. Nevertheless, members of staff will not resort to force lightly or as a matter of routine. It is the overarching aim of the school, and of this Behaviour Policy in particular, that our children acquire a sound moral code and learn to behave with self-control and with courtesy and consideration for others. Our policy is to cultivate an ethos with those as central principles, and a culture in which adults and children manage conflict and strong feelings by civilised discourse and not by force or violence. In those ways the likelihood that a situation will arise in which a child has to be controlled or restrained by force will be minimised
4. Force will never be used as a punishment.

Who may use force?

5. All teachers, Learning Support Assistants, Midday Supervisors, Playworkers and Support Staff count as 'members of staff'. Note that parent helpers and any other adult volunteer helpers do not, and may not use force unless: there is an immediate likelihood of significant harm to a child and there is no other way to control it;

What counts as 'reasonable' force?

6. Members of staff contemplating the use of force have to make an assessment of the situation, and do so quickly under what may be stressful conditions. They have to gauge:
- (i) the seriousness of the conduct causing concern (the probability that significant harm or disorder will result if it is unchecked);
 - (ii) the probability that non-forceful measures will be unsuccessful;
 - (iii) the urgency with which control must be regained;
 - (iv) the level of force that will be appropriate;
 - (v) additional risk factors that may affect how this particular situation is handled.
7. If defensible judgments are made on these points then the requirement for 'reasonableness' will be satisfied. The process is broken down here for the sake of clarity: it is not expected that a member of staff will in real life carry out such a step-by-step analysis, but that these elements will be integrated into a swift evaluation and decision.

Conduct warranting the use of force

8. The use of force will normally be appropriate in the following situations, or ones of similar gravity, provided that non-forceful methods seem likely to fail and there are no overwhelming factors counterposed to it:
- (i) A pupil is attacking another person, or fighting, in such a way that injury is likely;
 - (ii) A pupil is damaging, or is about to damage, personal or school property;
 - (iii) A pupil is behaving in such an unruly way, for example by the misuse of equipment or dangerous substances, that injury to her/himself or to others, or damage to property, is likely;
 - (iv) A pupil is attempting to leave the class or the school, or withdraw from the member of staff's sphere of control, and there is a risk to her/his safety if (s)he does so;
 - (v) A pupil persistently refuses to obey an instruction to leave a classroom or work area;
 - (vi) A pupil is behaving in a way that significantly disturbs or distracts other children, or otherwise disrupts a lesson or event at the school;
 - (vii) A pupil is committing or is about to commit a criminal offence, or what would be a criminal offence if the child were not under the age of criminal responsibility.
9. It is important to note that para 8 above is not merely permissive or mitigatory, but that members of staff have a positive duty to use force in such circumstances.

What level of force is appropriate?

10. The level of force used and the duration of it should be the minimum necessary to restore safety or order or

both. It may be passive (standing between pupils or blocking a pupil's path), or involve active control or restraint. Active methods may range from leading a child by the hand or arm, or ushering, marshalling or 'herding' a child or children with hand on the back or shoulder, to full body restrictive holds or lifting and carrying. In cases of extreme danger (for example: a child about to run into a busy road or to strike another with a knife or a bottle) a member of staff should not hesitate to use the most effective method. In such cases it may not always be possible to avoid injuring the pupil, but the lower risk should be taken.

11. The following principles must be followed:

- (i) The member of staff must not hit the child;
- (ii) Handling must not involve deliberately inflicting pain on the child (so, for example, may not involve joint locks or finger holds);
- (iii) The child's breathing must not be restricted (so, for example, handling must not involve throat or neck holds or pressing the child or young person's face into soft furnishings);
- (iv) Adults must as far as possible avoid touching the genital area, the buttocks or the breasts of the child, or using contact that may be interpreted as sexually inappropriate;
- (v) The adult must not put her/his full weight upon the child's spine or abdominal area.

12. During any application of forcible control or restraint adults must seek as far as possible to:

- (i) Lower the child's level of arousal by continuously offering oral reassurance and avoiding generating fear of injury in the child; act calmly and not out of anger or impatience;
- (ii) Restrict movement of the child's limbs as little as possible consistent with the danger of injury (so, for example, the adult should not normally restrict the movement of the child's legs when (s)he is on the ground unless in an enclosed space where flailing legs are likely to be injured);
- (iii) Take account of the danger of accidental injury during the restraint by using a method suitable for the place in which it is taking place (for example, on a paved surface the adult should try to avoid placing the child or young person on the ground);
- (iv) Where a group of staff is involved, consider working together as a team, with one member taking the lead;
- (v) Not employ another child to assist in control or restraint;
- (vi) Not attempt to move a child bodily from one place to another unless danger or disruption cannot be subdued in any other way.

Other risk factors

13. The following factors should be taken in to account when deciding whether and how to use force. The qualification at para 7 above is relevant here too: it may not be practicable for a member of staff under pressure to ponder them deeply, but forethought will help to make sure that they are absorbed into the judgment made on the spot:

- (i) Any special need, disability, fragility or susceptibility of the child. These include a child's difficulties in

communicating or understanding instructions; physical frailty that makes a child more likely to be harmed by forceful handling; and emotional instability that makes a child more likely to react to stressful situations in a violent or unruly way. Children for whom these factors are particularly relevant will be identified by the Senco and members of staff made aware of their needs.

- (ii) The ages and medical conditions of both adult and child;
- (iii) Cultural sensitivities that may affect how a child regards being touched or handled;
- (iv) The involvement of a weapon;
- (v) The presence of other adults who may be able and willing to help;
- (vi) Any danger created by the place in which the incident is taking place;
- (vii) The child's previous experience of handling, if any, and her/his known response;
- (viii) Additional risk created by clothing, jewellery, spectacles, hearing-aids or other equipment worn by the child.

Follow-up action

14. All significant incidents of forceful control or restraint should be recorded in writing, using the Incident Record Form kept in the school office. Relevant factors in determining whether or not a particular incident warrants a report are: whether or not the child, other children or the member of staff were distressed by it; whether or not a restrictive hold was used or the child was bodily handled; whether or not anyone involved was injured; and whether there is more than a negligible likelihood that the child's parents may wish to pursue the matter or that an issue of child protection may be raised.

15. The report must include:

- (i) details of when and where the incident took place (a sketch plan may be helpful);
- (ii) circumstances and significant factors which led to the incident;
- (iii) the duration and nature of any physical restraint used;
- (iv) the names of pupils and staff involved and of all witnesses;
- (v) a description of any injury sustained by pupils or staff and subsequent medical attention;
- (vi) a description of any action taken after the incident.

16. The member of staff involved will discuss the incident with the Headteacher as soon as possible afterwards. It will be discussed with the child also if in the opinion of the Headteacher and the staff member that would be beneficial.

17. The parents/guardians of the child will be informed about the incident and its follow-up.

18. Depending on the seriousness of the incident and the likelihood of ramification, statements may need to be taken from witnesses, and if so this should be done as soon as possible after it. But note that if the incident has been referred for action under child protection procedures then investigation under this protocol should cease, and no further statements should be taken from those involved or from any witnesses.

Staff induction

19. The Woodside Behaviour Policy, and this protocol in particular, will be brought to the attention of all

members of staff (see para 5 above) during their induction period. They should familiarise themselves with it and resolve any difficulties or uncertainties before taking control of children in circumstances in which they may need to call upon it.

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

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012