

Newport Infant School

Behaviour Management and Anti-Bullying Policy

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Aims

At Newport Infant School we aim to nurture high self-esteem for all. We see the indicators of this being:

- Happy, sunny and confident children
- Willing to talk - being at ease with self and others
- Willing to try
- Willing to share
- Being able to accept praise and criticism
- Being able to cope with failure and disappointment
- Being able to accept discipline and conform to the Golden Rules

As staff we try to create these qualities by:

- Giving praise
- Making individuals feel special
- Being encouraging
- Giving time
- Appreciating individuality
- Setting appropriate goals to needs and abilities
- Giving rewards and responsibilities in accordance with the Golden Rules
- Being consistent in expectations
- Sharing successes with peers, parents and other staff

This is the main focus of our behaviour policy.

MAKING CHOICES

CHOOSE
to be good



leads to praise
good feelings
positive recognition
(incentives)

CHOOSE
to misbehave



leads to a reminder/warning
"You are making the wrong choice"
and an opportunity to self-correct
If child persists with wrong choice
leads to a sanction under the Golden Rules system

Young children do sometimes make mistakes but they are guided and reminded at all times that they should make the right choice and the reasons why this is important.

Incentives

- Child's name remaining on the Golden Sun
- Written comments and smiley faces for good work
- Stickers for excellent work and good behaviour and wrist bands
- Gold Star Award
- Praise in public

Assemblies where good behaviour and work are championed
Being given responsibility
Being sent to the Headteacher for praise and/or Headteacher Award
Comments to parents

For the minority of children who have behavioural or work problems, added to these rewards may be a star chart or report book which can be taken home.

Sanctions

For minor offences:

A warning or reminder of the Golden Rules, followed by corresponding sanctions
Repetition of the task/activity
Removal from place/situation
Punishment ie loss of privilege eg time out, loss of minutes from Golden Time
Possible discussion with parents

For more serious offences referral to Headteacher who:

- (a) has a private discussion to seek the truth and get to the bottom of the problem
- (b) acts accordingly with appropriate sanctions
- (c) in serious cases or in cases of persistent inappropriate behaviour parents are automatically involved.

Discipline and Rules

Simple rules exist to help our children develop thoughtfulness, self-discipline and respect. They are kept to a minimum of six, but are constantly enforced by all members of our school staff and promoted through curriculum and assemblies

They are:

- We are kind and helpful
- We are honest
- We work hard
- We look after property
- We are gentle
- We listen
-

They help to promote:

- the encouragement of politeness, honesty and consideration for others
- caring for the environment both indoors and out
- keeping to pathways
- walking quietly in corridors
- knowing that there are times to be quiet.

Golden Child

We operate a positive discipline system called Golden Child. All teachers run this in their classrooms and it works on the basis that all our children's behaviour and conduct is golden. Sanctions are in place if 'Golden Behaviour Rules' are broken repeatedly, resulting in "time out" from a class celebration 'Golden time' on Friday afternoon. This reward is chosen by the class on a Monday and displayed in the Hall and in the foyer. Teachers are encouraged to take children who break a rule twice over to the Golden Child display, and move the child's named ray of sunshine to the 3 minute cloud. If the behavior persists, the ray of sunshine is moved to the five minute cloud, and this time out is applied in Golden Time. The child should sit and observe the Golden Time activity whilst the remainder of the class enjoy the activity, with a sand timer appropriate to the number of minutes they have to miss. The focus should be on emphasising that it is their behaviour choice that has led to this sanction, and a discussion to help them understand the alternative 'right' choice they could make next time.

Gold Star Assembly

Each Friday Assembly is our Celebration Assembly. Each class teacher will nominate a child for a 'Gold Star Award'. These are very important awards for good behaviour and achievement. The recipient of the award will have their name and reason for their award put in the Three Fishes Newsletter and also have their photograph displayed on the Display Board in the Hall. Headteacher awards, reading certificates as well as any awards the child has earned outside of school are shared in this assembly.

During lunchtimes our supervisors will give the children a raffle ticket for good behaviour and good manners. These tickets are entered into the Friday draw where they could win a small prize from the Golden Box. All Lunchtime Supervisors are encouraged to use the Golden Rules and subsequent sanctions to encourage good behaviour at lunch times. It is important for the children to see that all adults in school use the same methods of positive discipline.

The Eva Allan award was donated to the school by Mrs Eva Allan who was a Governor at this school for 30 years 21 years as our Chair of Governors. This award is presented weekly to a child who has been a good citizen. The record of past winners is kept in the entrance hall.

Staffwork closely to ensure that no indiscretion, however small, is ignored. Misdemeanours are followed up, shared with the Headteacher, with the involvement of parents should it be considered necessary. In this way little problems do not have the opportunity to become big problems. All staff work closely to uphold the school policy on behaviour and discipline.

SEAL groups - In accordance with the SEAL (Social and Emotional Aspects of Learning) project small group work takes place in school for children with emotional and behavioural difficulties. The Silver Seal group develops children's self-esteem and relationships with children and adults in school. Children work collaboratively to develop communication skills and strategies to deal with emotional situations. There is also a group, Mini Gold, which works with parents and children to develop relationships between the family where relations have broken down and children are experiencing challenging situations in school as a result.

Managing Difficult Behaviours in School

All adults working in school will follow the guidance below to promote good behaviour in school. This provides the opportunity to praise children for a wide range of activities.

Teachers will:

- give early positive attention to the child in each activity
- make eye contact with the child
- require the child to make eye contact whilst you are talking to him/her
- find areas of strength to notice and develop
- teach the child/class listening skills (stop work, put down what you are doing, look at the speaker) stand near the student to give instruction and explanations
- tell children what to listen for when being given instructions etc
- use agreed clues to maintain attention
- allow child to make frequent responses but only acknowledge those which are relevant
- maintain visibility to and from the child at all times
- engage child in games requiring varying lengths of concentration
- consult the child over important issues
- continually reinforce Golden Rules

Classroom organisation and management has a positive impact on the behaviour of young children.

Teachers will:

- try various groupings to determine the situation in which the child works best
- separate the child from peers who may be encouraging or stimulating inappropriate behaviour
- separate children who tend to distract each other
- reduce distracting stimuli in and around the child's desk (eg equipment, pencil cases, bags, etc)
- teach children how to manage their workspace
- seat child close to the source of information
- seat child away from window, door, passageway etc
- surround the child with good role models (if the going gets tough, swap the role models)
- establish rules which everyone follows
- establish quiet area available to all children
- provide child with legitimate reasons for leaving seat after required period of sitting
- build-in a reason for returning to seat
- make sure the classroom is well organised, tidy and calm
- try to have consistent rules, and a consistent schedule
- have only a few rules, make sure they are positive and visible
- reinforce Golden Rules often and positively praise those children for following rules
- ensure children understands what happens if s/he does or doesn't comply with rules
- establish and display a daily routine

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- provide child with a time line for the day so that s/he anticipates change - use symbols
- follow a less desirable task with a more desirable task: make completion of the first task necessary to participation in the second
- break down large tasks into smaller tasks
- provide written checklist of sub-tasks for child to tick as each is complete
- present tasks in small amounts; sheets of paper better than exercise books
- develop a clear system for keeping track of completed and unfinished work

Lessons are always well planned at Newport Infant School and made to be fun. The curriculum is exciting and vibrant and the work is set at a level appropriate to the child. This is the best way to engage children and encourage good behaviour.

Teachers will:

- set the conditions for attentive work (work on task, remain in seat, finish task etc)
- make certain that the child knows that instructions will only be given once
- provide an outline key vocabulary and concepts at the beginning of the lesson and share the learning objective
- actively involve children in their learning
- use the child's name during the lesson presentation
- encourage children to build a picture in their mind of the key concepts
- ask them to talk about the images they have developed
- make instructions concise and to the point and repeat these if necessary or provide prompts for children who need it
- make the subject matter meaningful to the child
- give directions in a variety of ways to increase the probability of understanding
- provide clearly stated directions, written or verbal: perhaps use symbols in support
- teach children to use basic concentration and study skills (reading for main idea, highlighting etc)
- reinforce the child's concentration by giving a tangible reward (eg classroom privileges etc)
- allow natural consequences to occur as a result of the child's inability to concentrate (make up time)
- use a variety of high interest means to communicate (aural, visual, concrete, tactile, symbolic etc)
- make certain that tasks match the child's experience and ability
- provide the child with a prompt when she/he is off task

Lunchtimes

At lunchtimes children are expected to abide by all the school rules and it is the role of the supervisor to oversee this. The role of staff at lunchtime, is to follow the agreed school rules.

The Headteacher may in extreme circumstances decide to contact a child's parents and may exclude that child from the premises at lunchtimes in severe cases.

Additional Courses of Action

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

- Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.
- Discussion with a child's parents to keep them informally apprised of their child's behaviour difficulties (e.g. via the telephone or at a meeting)
- A school based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management
- Advice from, or referral to, the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Bullying

"Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else."
Bullying usually stems from the bully having very low self-esteem.

Bullies

- tend to have aggressive attitudes over which they exercise little control
- tend to lack empathy; they cannot imagine what the victim feels
- tend to lack guilt, they rationalise that their victim "deserves" the bullying.

Therefore co-operative work and non-aggressive behaviour needs to be praised. Empathy can be increased by Circle Time and role-play. Reinforcement of the Golden Rules where children are encouraged to be kind to each other and not to hurt the feelings of others. Language and RE can work on themes of "how people feel."

Bully groups are made up of individuals so tackle each member individually to get them to take responsibility for their own actions.

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Everybody has the responsibility to work together to stop bullying - the teacher, TAs, parents/guardians, the child, the official.

There is a commitment to the early identification of bullying and then prompt, collective action to deal with it.

Victims may be:

- new to the school/class
- different in appearance, speech, background
- suffer from low esteem

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- nervous or anxious
- react in an "entertaining" manner eg have a tantrum and lose control
- be ordinary but suffering in silence
- see themselves as inadequate and friendless, may become withdrawn and underachieve

Therefore PSHE, Circle Time, RE and Language work should aim to develop self-esteem and social skills. SEAL work develops self-esteem and helps children to deal with a range of challenging situations.

Prevention of bullying

- children should know we care
- children should feel they are able to talk to the adults in school and to know that they will be listened to and supported
- new children should be integrated into school without fears
- all children should know sanctions will be taken if they bully
- all adults/staff in school should know the procedure for sanctions
- parents should be informed how the school deals with incidents or reports of bullying.
- Children are reminded of Golden Rules where the feelings of others are taken into consideration
- SEAL work with whole class and small groups to provide children with ways of dealing with situations that are distressing

Response to bullying:

- remain calm (reacting emotionally can enhance the bully's "fun")
- take the incident/report seriously
- act quickly (consider whether the action should be public or private)
- reassure the victim (they are not foolish or inadequate)
- offer help, advice and support to the victim
- make the bully aware you disapprove
- encourage the bully to empathise with the victim's feelings
- punish the bully according to the Golden Rule system (but be aware reacting aggressively reinforces the idea that it is alright to bully if you have power)
- explain that you like the child, it is the behaviour that is being punished
- explain clearly why the punishment is being given
- inform the Headteacher of the incident and action taken
- inform colleagues if the child/children are in their class
- The Headteacher will inform parents if appropriate
- The Headteacher will record the incident in the school diary, and make a note to contact the parents of the victim a week after the incident to follow up

Remember such matters should be dealt with privately away from other members of the class/audiences.

Children being bullied will be supported and given assistance to uphold their right to play and live in a safe environment which allows their healthy development.

We send an annual questionnaire to parents and children to comment on their perception of their child's safety in school, the results of which are analysed by the Headteacher, and action taken where appropriate. Staff are well supported by the systems in place

and the Headteacher and Deputy Headteacher of the school support the staff in applying appropriate sanctions to children who bully.

The school's analysis of bullying and the actions taken are included in the headteacher's reports to governors, and the Governors are able to challenge and support the school accordingly.

Support to the parents/guardians

- Parents should be advised on policies and procedures in relation to bullying
- Any incident of bullying should be discussed with the child's parent/carer
- Parent/carer advice on action will be sought and agreements made as to what action should be taken
- Advice on coping with bullying should be given
- Support should be offered to parents/carers including information on other agencies or support lines.

Outside Agency Support

- CAMHS
- Behaviour Support Service
- Support from LA
- Family and Education Support Worker
- Admaston Pupil Referral Unit

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 1)

Searching and confiscation

The Headteacher and Deputy Headteacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline (see appendix 2)

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded (see appendix 3 for guidance)

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations

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of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Other Related Policies:

Personal, Social, and Health Education Policy
Health and Safety Policy
Safeguarding Policy

Useful Contacts

Childline - 0800 1111 (posters are displayed around school)

NSPCC Helpline - 08008005000

www.there4me.com

Kidscape - 02077303300 www.kidscape.org.uk

Parentline Plus - www.parentlineplus.org.uk

Appendix 1

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

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

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

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

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Appendix 2

Searching and confiscation

The Headteacher and Deputy Headteacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search - it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff - in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher or Deputy headteacher

But:

- a. you must be the same sex as the pupil being searched; and
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

(This is not possible in our school at the present time as we have no male members of staff. However, given the infant age of our children, we have decided that it will not be necessary to be the same sex)

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher and Deputy Headteacher are authorised to use these powers.

1. Teachers can only request a search without consent is undertaken if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.
2. The powers only apply in England.

During the search

Extent of the search - clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. '**Outer clothing**' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'**Possessions**' means any goods over which the pupil has or appears to have control - this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting the search (see appendix 3).

After the search

The power to seize and confiscate items - general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

3. Complaints about searching will be dealt with through the normal school complaints procedure.

Appendix 3

The use of reasonable force

What is reasonable force?

(i) 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.

(ii) 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.

(iii) 'Reasonable in the circumstances' means using no more force than is needed.

(iv) 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.

(v) 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.

(vi) 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?

(i) All members of school staff have a legal power to use reasonable force

(ii) 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?

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

(ii) In a school, force is used for two main purposes - to control pupils or to restrain them.

(iii) 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.

(iv) 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.**

Using force

A panel of experts 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.

Staff training

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

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

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

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- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

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

Name of child:

(Male/Female)

Class:

Search and confiscation Record

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

- 1.
- 2.

Items found

Other agencies involved - please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation:

Name of child:
Class:

(Male/Female)

Reasonable Force Record

Reason for the use of reasonable force

Names of staff using reasonable force

- 1.
- 2.

Other agencies involved - please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation: