



Behaviour Policy

Date:	October 2024	
Last reviewed on:	May 2024	
Next review due by:	October 2025 (annual)	
Version:	Date:	Notes:
V 3:0	October 2023	Changes to policy: Addition of ECPT principals Addition of Zones of Regulation Removal of 'Ready, Respectful, Safe' Addition of searching pupils Addition of list of prohibited items
V 4:0	May 2024	Updated wording for Internal Suspension page 7
V5:0	October 2024	Addition of values badges, other reward systems and Arbor messaging

Sandcross Primary School

Behaviour Policy

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

At Sandcross Primary School, high expectations of learning, behavior and respect for each other and this along with Responsibility, Resilience and Kindness values underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day to allow us to ‘Inspire Lifelong success’

Sandcross Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms

- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

This policy stands alongside and in conjunction with the EveryChild Partnership Trust's Behaviour Principles. This document can be [accessed here](#).

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice Adult Behaviours** "*When the adults change, everything changes*" (Pivotal Education)

The Five Pillars of Pivotal Practice Expectations of Adults

We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to **Zones of regulation** to recognise emotion (see appendix A)
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible positive recognition** mechanism throughout every lesson (eg, Recognition boards, behavior cloud)
6. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Middle leaders: Lead Practitioners, Leaders of Learning or Core Subject Leads

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- **Meet and greet** learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- **Support** staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations

- Encourage use of School Rush text, Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at transition times
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations
- Regularly share good practice
- **Support** middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Sandcross Primary School, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is '**over and above**'. This may take the form of **an Arbor** message, a positive note home, a phone call or a face to face chat.

Other rewards and recognition of achievement include, stickers, receiving star of the week, Headteachers Awards, values badges, Pupil Parliament, school captains, leadership roles, certificates.

Individual classes can make use of other reward systems providing they are underpinned by the Paul Dix approach that all pupils have a fresh start. This should be checked with their Lead Practitioner or another member of SLT before implementation to ensure consistency.

Celebration Assembly (Star of the Week)

Our celebration assembly is on a Friday morning, where one child from each class will be chosen for **Star of the week**. This child will have consistently gone **“over and above”** in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate from the leadership team. The children will then attend **“Afternoon Tea”** where children bring work, have a drink and snack with the Headteacher or a member of SLT.

Managing Behaviour

Engagement with learning is always our primary aim at Sandcross Primary School. For the vast majority of our learners a gentle reminder is all that is needed. There are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Use of tactical ignoring, re-directing using distraction techniques or praise for doing the right action, can help calm a child down so that later you can talk about the behaviour you notice and the behaviour you expect. Consequences can then be discussed at this point.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanctions steps

Steps Actions 1) Redirection / Reminder

Gentle encouragement, a ‘nudge’ in the right direction. A reminder of our school values (Kindness, responsibility, resilience, respect) delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. 2) Caution A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Calmly reminding the child that they have a choice. Children will be reminded of their good previous good conduct to prove that they can make good choices.

“stop, think, make a good choice”

“think carefully about your next step”

3) Last Chance

(5 minutes after class for restorative conversation/10 minutes in reflection time)

Speak to the pupil privately and give them a final opportunity to engage. **Use the 30 second scripted intervention**

- **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.
- **At Sandcross, we...** (refer to school values/zones of regulation)
- **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)

- **See me for 5 minutes** after class/during break **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)
- **That is who I need to see today...**
- **Thank you for listening...** then give the child some 'take up' time.

If the warning is not needed and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.

4) Cool Off Cool Off might be a short time away from the classroom with another class/TA/ELSA room/calm space

It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5) Repair Restorative Conversation

5 questions is usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future? .

Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)

Consequences Communication with parent/
carer

If a child has two incidents in a week requiring reflection the class teacher must inform parents.

A formal meeting with SLT and parents/carers. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.

Weekly behaviour meetings
Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.

Fixed term suspension/Permanent exclusion

A serious breach may lead to a fixed term suspension. Fixed term suspensions are carried out following the latest guidance from the Department of Education ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf))

Serious incidents Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT and recorded on CPOMS.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults.

Internal Suspension

When a child shows behaviours that are severe enough to warrant an internal suspension, this disciplinary action involves temporarily removing the child from their usual classroom environment, rather than excluding them from the school premises, as in the case of an external suspension. The duration of this suspension will be predetermined and communicated clearly to both the child and their parent.

During the internal suspension period, the child will be placed in an alternative learning environment. This could be within a designated partner classroom, a quiet space outside a regular classroom setting, or a specific area within the school. The aim is to continue the child's education with minimal disruption, while also providing a consequence for their actions.

Break times, including lunch and breaks, will also be spent separately from the child's usual class peers. This separation is intended to reinforce the seriousness of the behaviour, allow time for reflection, and reduce any potential ongoing disruption to others.

The decision to impose an internal suspension rests with a member of the Executive team only (Headteacher, Deputy Headteacher and Assistant Headteacher), following a thorough review of the incident, the child's history, and in alignment with the school's behaviour management policies. This approach ensures that all decisions are fair, proportionate, and appropriate to the behaviour exhibited, with the overarching goal of supporting the child's educational journey and behavioral improvement.

Fixed Term Suspensions

Sandcross Primary believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid suspension (See Suspension Guidance). The local committee of Sandcross Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Approach Sandcross Primary uses Restorative Approach to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Sandcross Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the

procedures from the steps detailed above. (*Appendix 2 – Restorative Approach at Sandcross Primary*)

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour 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.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Personal Development Plan (PDP) – see appendix 5. For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, Care Committee will be involved, as well as Parents. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

At Sandcross Primary School staff are trained in Restorative approaches and Positive Touch. These programmes are designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Crisis Development/Behaviour Levels

Examples:

Anxiety: A change in behaviour

Fidgety; quiet/noisy; no eye-contact/eye-contact; excitable; rocking; needs toilet; pencil tapping; toe-walking; not listening; volume/tone

Supportive: empathic, non-judgemental approach

Talk calmly; consistent approach; distraction; allow some time; listen; use cue cards; reduce task; give choices

Defensive: Beginning to lose rationality

Swearing; pacing; refusal; calling out; pushing; walking out; banging; tearing up work

Directive: decelerating and de-escalating behaviour

Choices; Now/Next; When/Then; This/This; My choice/Your choice; Change of staff member; change task

Risk Behaviour: an immediate risk to self or others

Hitting; punching; biting (infection – if skin is broken, medical attention needed); spitting; throwing (at someone); pulling hair (enough to hurt neck)

Physical Intervention*: disengagement and/or holding to manage risk

*see below

Tension Reduction: decrease in physical and emotional energy

Crying; tired

Therapeutic Rapport: re- establish communication

Offer snack; offer drink; offer place to rest/sleep

Physical Intervention

In the extremely rare circumstances where physical intervention is required at Sandcross, we would always recommend team intervention by staff who are trained in Positive Touch . This is for safety, professionalism and litigation reasons.

The **Team Leader** can be any member of that team, either: first person on the scene; the person who is most confident and competent; or the person with the best rapport with the child. This person should lead on:

- Planning
- Decision making
- Communication - this person alone does the talking unless they ask another
- Safety
- Post-crisis reports and de-briefs.

Any **auxiliary team members** are responsible for CARE:

- Check
 - o Physical/psychological status of the child
 - o The safety of the environment (remove any dangerous objects)
 - Address
 - o What needs to happen to de-escalate the crisis?
 - o Are there any safety concerns?
 - o Is the physical intervention being used safely?
 - Recognise
 - o Additional assistance when needed
 - o The need to change strategy
 - Engage
 - o Verbal de-escalation (only if directed by the Team Leader)
 - o Support other team members as needed
- Prolonged physical restraint increases the risk of harm to the individual. As such, all physical interventions must be the least restrictive and only maintained for the least amount of time possible.

Post-Crisis - COPING

Child Staff Control - emotional and physical Control - emotional and physical Orientate yourself to the basic facts Orientate yourself to the basic facts Patterns – look for triggers Patterns – look for patterns in staff responses Investigate alternatives to behaviour Investigate ways to strengthen staff responses Negotiate future approaches, expectations and behaviour

Negotiate changes that will improve future interventions Give control back Give support and encouragement

(Appendix 3 - details on the use of reasonable force)

Confiscation of Inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Appendix 1 – Our Sandcross Primary School Behaviour Blueprint

This is how we do it here....

At Sandcross Primary School, high expectations of learning, behavior and respect for each other and this along with Responsibility, Resilience and Kindness values underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day to allow us to 'Inspire Lifelong success'

Be reflective Be motivated Be resilient **Micro script** 30 second script interventions

I have noticed you are... (having trouble getting started, wandering around etc.) right now..

At Sandcross, we... (3 rules)

Because of that you need to... (refer to action to support behavior e.g. moving to another table, complete learning at another time)

Let's talk for 2 minutes after this lesson

Do you remember yesterday / last week when you... (refer to previous positive behavior)?

That is who I need to see today...

Thank you for listening.. then give child some 'take up' time

Over and Above Consistency and growth of: Values Effort Initiative

Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Calm and caring

Restorative conversations:What happened? What were you thinking at the time? What have you

thought since? How did this make people feel? Who has been affected? How have they been affected?
What should we do to put things right?

Appendix 2 - Restorative Approach at Sandcross Primary School

Definition The aim of restorative approaches is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Approaches in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1 To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2 To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

- What do you need to do to make things right?

Appendix 3 – Behaviour clouds Every day is a fresh start. All children's faces/ names start on the fresh start. All children encourage each other to show the values and move up the clouds throughout the day. No-one can move down. Any negative behaviours are dealt with through Restorative Approaches and consequence. When the child returns to the classroom, previous positive actions can be talked about and built on.

Appendix 4 Personal Development Plan (PDP) Example:

Personal Development Plan

[IMAGE OF ROLE MODEL CHOSEN BY CHILD HERE]

[ROLE MODEL NAME] is ____, ____ and ____.

[CHILD] likes [SOMETHING SPECIAL ABOUT THE ROLE MODEL HERE.]

Be like [ROLE MODEL], **BE [VALUE]!**

How good is my behaviour?											
Targets: OVERARCHING TARGET HERE											
1. I will ____ (VALUE)											
2. I will ____ (VALUE)											
3. When ____, I will ____ (Value)											
Day	8:45 Before School	9:00 Lesson 1	9:45 Assembly	10:00 Lesson 2	11:00am Break	11:15am Lesson 3	12:30pm Lunch	1:00pm Lunch	1:30pm Lesson 4	2:15pm Lesson 5	3:00pm End of Day
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
At 1:30pm each day.	I will show an adult (ideally [SLT NAME HERE] or another senior teacher if he isn't available) my chart and if I have a green day I will feel good and be given more choices. If I refuse to follow instructions from an adult, it will mean I will have to....										

..... (child) (Class Teacher & TAs)

..... (parent) (Lead Practitioner/SLT) (Date)

Appendix 5 – Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power. *Please Note: Parental consent is not required to restrain a pupil.*

What is reasonable force?

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. 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. 'Reasonable in the circumstances' means using no more force than is needed. 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 guiding a pupil out of a classroom. 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. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. 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.

Searching Pupils

If the Headteacher or their representative believes that a child has brought in a prohibited item, they have the authority to search children for the item(s). This process will involve a phone call to parents/carers to inform them of the situation and ask that they are in attendance if possible. Any items prohibited by law such as weapons, drugs or banned substances would also include notifying relevant authorities, including the local governing body. Searches will always be carried out with more than one adult present and with the dignity of the child at the forefront.

3

List of Prohibited Items

This list is not exhaustive, and it is at the discretion of the Headteacher or their representative to decide if an item warrants being searched for/confiscated:

- Alcohol
- Illegal drugs
- Weapons
- Pornographic material
- Cigarettes/Vapes
- Recording devices
- Kitchen or tool items which could cause harm e.g. scissors/knives/screwdrivers

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

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

Communicating the school's approach to the use of force

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement. Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND. Schools do not require parental consent to use force on a student. By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

For further detail please see Sandcross Primary School Positive Handling Policy

Appendix A

Zones of Regulation Poster

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
4. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/110149/8/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/110149/8/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 6. The Government's former expert adviser on behaviour , Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996 School Standards and Framework Act 1998 Education Act 2002 Education and Inspections Act 2006 School Information (England) Regulations 2008 Equality Act 2010 The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011 Schools (Specification and Disposal of Articles) Regulations 2012

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

Date: October 2024