



# BEHAVIOUR POLICY

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***SIGNATURES:***

<b>Headteacher</b>	Signature is on hard copy
<b>Chair of Governors</b>	Signature is on hard copy

## **Rationale and Aims:**

The key aim of this policy is to promote the high standards of behaviour needed to create an orderly community in which effective learning can take place. We expect high standards of behaviour from all our stakeholders including students, staff, parents, governors and members of all agencies involved in the work of the Academy. ***The policy is based on the key rationale that:***

We all value education.

We are an inclusive Academy and recognise that all students have the right to be educated in a mainstream school closest to their home.

Everyone at Farringdon Community Academy has both rights and responsibilities in supporting the development of a learning community, in which everyone can achieve their personal best, help others reach theirs and feel valued, secure and confident.

The policy is based on the principles outlined in relevant legislation, most specifically the School Standards and Framework Act 1998.

## **Principles:**

Good behaviour will be promoted by creating and maintaining:

- A welcoming and caring ethos, characterised by positive relationships and mutual respect.
- An Academy climate focussed on learning and the celebration of excellence in effort, attitude and achievement.
- Inspiring and motivating teaching which enables students to thrive and complete all assigned work.
- An appropriate and relevant curriculum which includes all.
- Fair and consistent expectations which are shared and insisted upon by all.
- Frequent positive reinforcement and structured rewards.
- An emphasis on participation and working in partnership with all stakeholders (including students, staff, their families, governors and external agencies).
- An emphasis on the development of self-discipline and opportunities to reflect and learn from mistakes.
- The fair and consistent use of rewards and sanctions.
- An effective pastoral system which actively promotes student welfare and addresses bullying.
- Effective supervision before and after the Academy day, during breaks, lesson changeovers and lunchtimes.
- Effective procedures for reporting, recording and evaluating information.
- Effective procedures for the early identification and help for students who need additional support to improve their behaviour.
- An effective programme to help students develop personal and social skills, particularly in lifelong learning and citizenship.
- Effective staff training.

## **Expectations of Students:**

The Academy's Code of Conduct outlines the simple rules students are expected to follow at all times. This is drawn up in consultation with staff, students and governors and is reviewed annually. The Code of Conduct is issued to all parents. In lessons, students are expected to follow a basic set of rules which are outlined below. There is a clear and consistent staged

procedure, outlined below, to which staff refer during lessons. The Academy's uniform and attendance policies are also issued to parents before the students start the Academy. The Academy operates various forms of inclusion to support vulnerable students. The Academy may discipline students for misbehaviour when, taking part in any Academy-organised or Academy-related activity; travelling to or from the academy; wearing Academy uniform or when they are in some other way identifiable as a student in the Academy. Also, discipline may be applied where a student's actions could have repercussions; for the orderly running of the Academy; pose a threat to another student or member of the public; adversely affect the reputation of the Academy.

**Classroom Rules (see Classroom Guidance – Appendix 1)**

- Be punctual to lessons.
- Do not talk during whole class explanations.
- Do not speak out of turn or cause low-level disruption.
- Have full equipment ready.
- Observe uniform rules at all times.
- Be at your own desk and face forward.
- Attempt all the work set.
- Do not use mobile phones.
- Do not chew or drink.

**Lesson Staged Procedure (Appendix 2)**

**Behaviour Point 1** - verbal warning; **Behaviour Point 2** - second verbal warning; **Behaviour Point 3** – removal/STL intervention – detention given; **Behaviour Point 4** –

Should behaviour be considered to warrant further intervention the teacher may contact Reception to request Patrol.

**Patrol:**

Management of classroom behaviour is supported by a Patrol system (**Appendix 3**). There is a Patrol timetable covering all timetabled lessons. Patrol should only be used when normal classroom management techniques (see above) have been exhausted and a student is causing major disruption to learning. The Patrol teacher will remove the student to a STL or to another classroom in the school. Students who are removed by the Patrol teacher will receive a minimum of 60 minute detention depending upon the severity of the behaviour/disruption caused.

**Rewards:** The rationale is to raise the profile of rewards in the Academy and be brought tightly in line with basic expectations relating to achievement, uniform, equipment, attendance, punctuality and behaviour. The rewards system is reviewed on a termly basis by taking into account the views of parents, students and staff.

REWARD CATEGORY	RATIONALE	METHOD	REWARD	MANAGEMENT	STAFF ROLE
ATTENDANCE	To improve attendance and increase profile of attendance issues.	Attendance termly targets	Special celebration events (Pizza, Cinema)	SYM in conjunction with HA/YMs	Form Tutor to display and reference in form period at least weekly.

<b>OVERALL ACHIEVEMENT</b>	To monitor and celebrate effort and achievement within the classroom.	Recording of data on SIMS.	Praise points. Can be "cashed in" against prizes.	SYM to lead. All staff to record.	Form Tutor to display praise points weekly and monitor.
<b>SUBJECT ACHIEVEMENT</b>	To monitor and celebrate effort and achievement within the classroom.	As dictated by department and identified in departmental policy.	As dictated by department and identified in departmental policy.	Subject Team leader in conjunction with subject teachers.	To correctly administer rewards policy pertinent to each department.

### **Celebration of Rewards:**

A rewards assembly is held at the end of each half term to celebrate the achievements of students, relating to the categories outlined above. Certificates and prizes are given to successful students. There is a half termly reward programme celebrating students who achieve 100% attendance.

### **Attendance:**

The Attendance data is updated regularly and is displayed by tutors at least once per week. It is based upon the percentage of students in each tutor group with 100% attendance. Students achieving 100% attendance over a half term attend the Attendance Celebration event.

Praise points: All staff are expected to record praise points on SIMS. Praise points must be awarded for each lesson according to criteria outlined by the teacher and / or Head of Department. There will occasionally be an Academy-wide criterion for awarding points which could run for a specified period of time. Form tutors can access an Academy-wide praise points table, which is updated weekly, this can be displayed to students during registration time.

### **Roles and Responsibilities:**

Behaviour is an Academy-wide issue, which begins with effective management of the students' transition from primary schools managed by a dedicated transition leader and Assistant Headteacher. We believe that all stakeholders share responsibility for the development of an effective learning community. Within this general responsibility members of the Pastoral Team have specific responsibilities.

Year Managers (YM), together with the Raising Standards leaders (RSL), manage the discipline, welfare and progress of their year group, under the overall direction of the SYM.

- Teaching staff and Subject team leaders (STL) have a responsibility for managing the discipline, welfare and progress of students within their curriculum area.
- The Pastoral Team works closely with departments, SEN Staff, support staff, mentors and other agencies to ensure a consistent and coherent approach is adopted by all.
- Guidelines on staff roles and responsibilities, and procedures of reporting, recording and sharing information are agreed and publicised, and are subject to regular review. Details of these are given in the **Behaviour Management Flow Diagram in Appendix 2.**

- Students are encouraged to accept responsibility for both their own behaviour, and for contributing to the life of the Academy and wider community. Issues of rights, responsibilities, rules and routines are explicitly addressed as part of the PSHE and Citizenship programmes. They are regularly explored in assemblies, tutor periods and across the curriculum. At the start of each half term, students are reminded of behaviour expectations.
- Students are given the opportunity to participate in decision making processes regarding rewards and behaviour management through the Student Voice programme.
- Students are also given the opportunity to accept responsibility and help others (e.g. as mentors, Lead Students, anti-bullying mentors, as well as many other informal opportunities).

### **Contact with Parents:**

We try to inform parents at the earliest possible stage of any concerns, and to involve them in strategies to improve their child's behaviour. Our aim is always to work *with* parents to improve behaviour. This includes frequent informal contact by telephone, in addition to the more formal contact via letter, and at interviews and review meetings. Reports to monitor behaviour are reviewed by parents on a daily basis, while termly reports for all students include comments on effort and behaviour, as well as progress. The Year Managers will be available to meet with parents in order to discuss any issues or concerns during the Academy day. Subject team Leaders may also meet with parents outside of school hours in order to ensure that the students are working to their potential whilst in the Academy; discussing academic, behaviour, social or other issues that may arise from time to time. For students who have been excluded on a number of occasions within a term (or Academy year) the Governing Body may decide to offer the parent a contract that will be signed by all parties to provide support to both the parent and the student to improve the student's behaviour. In cases of extreme behaviour a meeting with the Community Police Officers linked with the Academy may be offered.

### **Pastoral System:**

We believe in a caring ethos, based upon positive relationships and a high quality system of care (which is essential to the promotion of good behaviour). All students therefore have a form tutor, who usually stays with them throughout their Academy career, after year 7. The form tutor has daily contact with their tutor group, which helps to build their personal knowledge of, and relationships with, their students. Form tutors use form periods to focus on attendance, behaviour and achievement, through the promotion of the rewards system. Weekly year group assemblies also provide an opportunity to consider the Core Values, as well as giving a focus for reinforcing expectations, celebrating achievement and building relationships within the year group. We also encourage students to feel that they can approach any member of staff for help with problems or difficulties they encounter either in the Academy, or in the wider context of their day to day lives.

### **Monitoring and Evaluation:**

Feedback on the effectiveness of behaviour management strategies is received from a variety of sources including staff, students, governors, inspectors and visiting staff. The introduction of the Behaviour Management module in SIMS provides a detailed database on behaviour issues and how they are managed in the Academy. This will facilitate more comprehensive

analysis of both behaviour systems and the effectiveness of behaviour management strategies. This will lead to a more effective targeting of resources within the Academy and the use of targeted intervention and provision outside of the Academy. This information will also be summarised on a termly basis, and reviewed by the Pastoral Team in order that targeted support can be made available and the Staged Procedure updated following these reviews. The monitoring of staff effectiveness is part of the whole Academy programme for performance monitoring and Academy self-evaluation. Information from the Behaviour Management Database can be used to monitor behaviour across the curriculum and across teaching staff, and this can be used to target resources and training opportunities (in order to support staff in a positive way).

### **Barriers to Learning:**

Students are expected to respond to disciplinary procedures through advice from staff members who will follow the procedures outlined in the Behaviour Management Diagram. Classroom teachers will take responsibility for their own disciplinary procedures, supported in the first instance by their Subject Team Leader and then by the Year Manager. Examples of sanctions are outlined on the Behaviour Management Diagram. Should the student choose to act upon the advice of the classroom teacher and respond to any sanctions given, the incident will be recorded by the classroom teacher with no further action taken. Should the student fail to respond to the request of the classroom teacher and the sanction imposed, the Subject Team Leader will speak with the student involved and issue an appropriate sanction. Should the student fail to respond to this intervention from a STL, the Year manager/Senior Team will take responsibility for disciplinary procedures. All of these will be recorded on the SIMS Behaviour Management system. In instances where Health and Safety is deemed to be at risk, or the student is alleged to be responsible for serious misconduct (whether inside or outside of the Academy), where the Academy may be brought into disrepute, staff will request the assistance of a senior leader. Such instances may, at the discretion of the senior leader and ultimately the Headteacher, lead to one of the following sanctions: internal exclusion; fixed-term exclusion; permanent exclusion; Third way; interview with Community Police.

The decision to exclude a student permanently would be taken in response to serious breaches of the Academy's behaviour policy or if allowing the student to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy. In the case of the Governing Body upholding a permanent exclusion, this can be challenged by an independent review panel. The review panel will not be able to direct the Academy to reinstate a student, but may advise that this should be the case. The decision to exclude a student for a fixed period should be taken on the balance of probabilities, only in response to the Academy's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion, and lesser sanctions such as detention are considered inappropriate.

Serious Misconduct includes, but is not limited to;

- Physical violence or assault against a fellow student or staff member.
- Threats of violence or assault against a fellow student or staff member.
- Foul or abusive language towards a member of staff.
- Bullying or cyber bullying against a fellow student.
- Theft on Academy premises.
- Use or possession of drugs or drug-related paraphernalia, alcohol or cigarettes, or illegal substances.
- Serious damage to school property.
- Refusing Academy discipline.
- Deliberately presenting a health and safety risk to themselves or others.

- Invasion of another person's personal space.
- Name calling.
- Sexual touching.
- Any anti-social behaviour within the Academy or when travelling to and from the Academy.
- Malicious allegations against the Academy, the staff or the students.

If a student's behaviour poses a serious risk to health and safety, a risk assessment is completed with the parents and relevant agencies e.g. Safeguarding.

The decision to sanction a student will be made by a member of Academy staff authorised by the Headteacher. The decision to punish a student and the sanction itself must be made on the Academy premises or while the student is under the charge of the member of staff. The punishment will not breach any other legislation and it will be reasonable and proportionate.

**NOTE: Behaviour issues relating to the mis-use of ICT equipment and the internet stand alone from this policy and are dealt with separately.**

### **Crisis Management:**

Students with a risk assessment may also require a care plan in order to manage effectively specific crisis situations. Care plans will only be drawn up in a multi-agency forum with the agreement of the family / carers and only for those students who have required handling on more than one occasion. The Policy for the Use of Physical Restraint (**Appendix 4**) will be adhered to in conjunction with the care plan. A register of students with care plans will be provided to all staff. In times of specific crisis when there is a threat to health and safety, for example, fighting or incidents around balcony areas, failure to respond to supervision, the use of "reasonable, proportionate and absolutely necessary" positive handling may be required, this being the legal terminology. The Positive Handling Policy will also be adhered to at such times.

### **Screening, Searching and Confiscation:**

The Academy can require students to undergo screening as part of an agreed risk assessment. This will be carried by a senior member of staff with another member of staff present. Academy staff can search for and confiscate the following banned items: knives; weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article likely to be used to commit an offence or cause injury; any item banned by Academy rules. This can only be carried out by a senior member of staff of the same sex as the student, with another staff member present. Searches can only be carried out if there are reasonable grounds for suspecting they are in possession of a prohibited item. This search can only be a personal search and not an intimate search. In line with Section 91 of the Education and Inspections Act 2006, staff can confiscate, retain or dispose of a student's property as a disciplinary penalty where reasonable to do so. Any issues relating to drugs or drug-related paraphernalia, stolen items and weapons will be passed to the police. Where searching and confiscation has taken place, parents will be informed.

### **Home-Academy Agreement**

#### **Students must:**

- Attend regularly and arrive at registration on time.
- Wear the correct uniform and bring the correct equipment each day.
- Work hard to achieve targets set by teachers.

- Help other students by allowing every teacher to teach and every learner to learn.
- Behave well on the journey to and from the Academy.
- Behave well in and out of class, follow the Code of Conduct and meet the Academy's expectations.
- Respect and care for others and their property (including Academy property).
- Care for their planner and record all homework details.
- Give their best effort on all tasks.
- Meet all deadlines for handing in homework.
- Find out what opportunities are available to me and participate where possible.
- Pass all letters, notes and reports to parents on the day they are issued.
- Talk with parents and teachers about any concerns in the Academy.
- Not use mobile phones within lessons.
- Adhere to the Academy Parental Agreement.

### **Parents /carers must:**

- Take an active interest in all aspects of their child's life in the Academy.
- See that their child attends the Academy regularly, on time and properly equipped.
- Communicate to the Academy all relevant information which may affect their child's work or behaviour.
- Notify the Academy if, for any reason, their child cannot attend.
- Encourage their child to follow the Academy's behaviour policy and support associated action taken.
- Support the Academy's policy on homework.
- Do their best to attend parents' evenings and other meetings where required.
- Adhere to the Academy Parental Agreement.

### **The Academy will:**

- Provide a safe and stimulating environment for your child.
- Ensure that your child fulfils their potential as a learner and member of the Academy community.
- Offer a broad and balanced curriculum to students of all abilities.
- Encourage all students to take responsibility for their own actions and feel proud of their achievements.
- Keep you informed about your child's progress and general Academy matters.
- Insist that all students observe the Academy's behaviour and anti-bullying policies.
- Set and mark regular homework and provide suitable facilities for homework to be completed in the Academy.

### **Code of Conduct**

#### **In the lesson the teacher should:**

- Prepare appropriate work for all students in the group.
- Actively involve all students in their learning.
- Recognise and reward achievement and success. Assess students' work regularly.
- Maintain an orderly atmosphere in the classroom.



**In the lesson students should:**

- Get on with their work to the best of their ability.
- Be prepared to work with everyone else in the group.
- Ask for help when necessary.
- Be prepared to wait their turn.
- Accept advice and guidance from the teacher.
- Carry out reasonable requests from the teacher.

**In the school buildings we should:**

- Observe safety procedures; walk in single file on the left.
- Not run, and take care, on the staircases.
- Act in a sensible manner.
- Make sure our actions do not endanger others.
- Be on time for lessons and wait quietly.
- Respect other people's right to work and learn.
- Make sure we are where we should be during wet breaks and lunchtime.
- Show respect for the buildings and facilities.
- Treat everyone with courtesy & respect (including staff, other students & visitors).

**In the school grounds we should:**

- Observe safety measures and make sure that we do not endanger others.
- Be aware of any traffic, keep clear of no-go areas and not throw things.
- Show respect for the environment (taking care not to damage plants and trees), use litter bins and help to make the school grounds pleasant for all.
- Show respect for others, and not behave in a way which may damage the school's reputation in the community we work and live in.
- Make sure we arrive on time, and when the bell rings enter school by the entrance which will take us directly to our destination.

**Rewards**

- Praise Points
- 100% Attendance scheme
- Trips.

**Consequences**

- Warnings.
- Detentions.
- Reports.
- Withdrawal of Privileges (breaktime detention, lunchtime detention).
- Isolation / Seclusion (Learning Zone/Choices placement)
- Third way (education on site 1.30-4.00p.m.)

Note; parental consent is not required for detentions.

## **Appendix 1**

### **Classroom Guidance**

The following was generated over a four week CPD programme on BfL (Behaviour for Learning) in 2014. The overriding theme for dealing with student behaviours is positivity and making our learning spaces at Farringdon as positive and cooperative as we can.

#### **Prior to the lesson:**

1. Consider your classroom environment. Displays of student work, marked with levels/grades clearly shown.
2. Well-planned, engaging lessons. Opportunities for self/peer assessment. Students clear about where they are and what they need to do to get to the next level.

#### **Your starter for 10:**

1. Be at your classroom before the students and "meet & greet" at the door.
2. Smile.

#### **We agreed on several principles for teacher conduct during lessons, these are the key messages:**

1. Aim to speak to every student in every lesson. Getting to know young people and showing an interest in them are very important.
2. Have clear rules for the classroom. These MUST be taught. They should be referred to constantly (for positive behaviour).
3. The teacher will model good behaviour.
4. Use BfL reward points (on SIMS) for students who follow instructions.
5. Stay calm. We have agreed that the problem is the problem, not the child. This is sometimes difficult but 99.9% of off task behaviour is not personalised against you.

#### **There are many strategies to deal with poor behaviours, these were the ones most used by Farringdon staff in 2015:**

1. We agreed not to shout. This will, most likely, result in mirrored behaviour from the student.
2. Criticise the behaviour not the individual.
3. Try using "Thanks" rather than "Please". It remains polite but more assertive expecting compliance rather than pleading.
4. Use Proximity Praise, let a student who is doing what you want that you are pleased with them. Others may follow.
5. Actively patrol your classroom. Sitting at the front is not active.
6. Allow "Take up time" when you have had to redirect a student.
7. Use "Tactical Ignoring" – this may be used with point 5 (above)
8. Parent on my shoulder – imagine what a colleague or parent would think of how you manage a situation.

#### **Use the following to support all decisions that you make in supporting learning at Farringdon:**

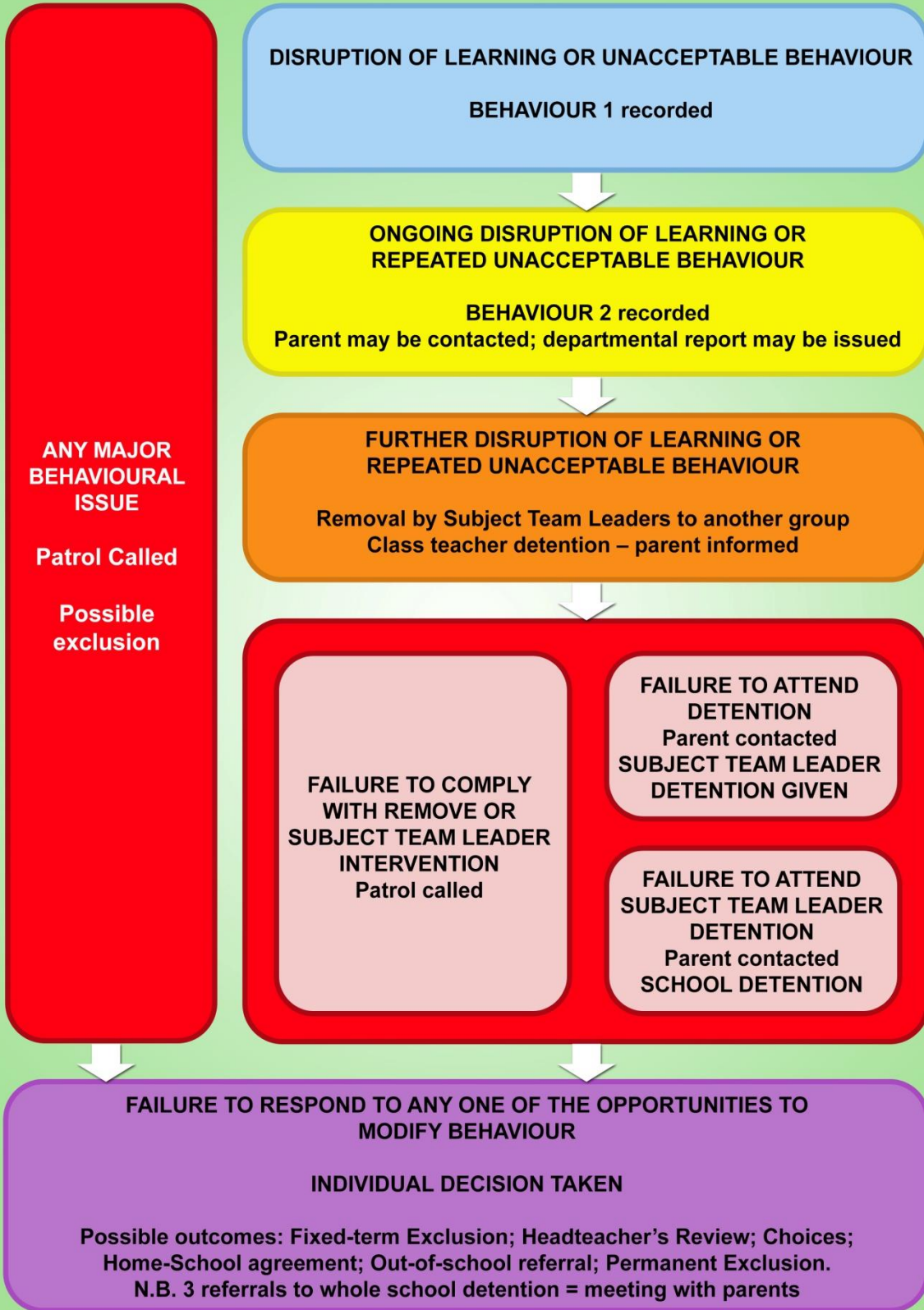
1. Find something positive about every child in your class.
2. Be consistent in your use of praise & sanctions.
3. Show respect for all students. A child who is misbehaving may also be disrespecting others by stopping them learning.
4. It takes 5 positive comments to neutralise 1 negative comment. Try to maintain a 5:1 (or better!!) ratio of positive: negative comments.

#### **You are not alone:**

You are not!

1. Use your Subject team leader for support. He/she can remove, phone home or just advise.
2. Use Patrol system (SLT/YM).
3. Report incidents to Year Managers

# STUDENT BEHAVIOUR



### **Appendix 3** **Patrol Procedure**

The Rota is updated by KW

Hot spots should be identified (i.e. Patrol starts in certain key areas)

BP needs a copy so that YMs are not taken for cover when on Patrol

If YMs or SLT are out of school, Patrol needs cover.

Patrol is very much a last resort, and may result in the student being sent home\*

#### **Procedure:**

BfL must be followed (even if the information is entered at the end of a lesson) – allows YM/SLT to see work done prior to removal.

STL must be involved before Patrol is considered.

Contact Reception (Dial 0) – Patrol can be requested from Reception.

If Patrol is used, STL/teacher concerned MUST follow up the incident with detention/parent call etc.

Patrol will endeavour to place the student back in the lesson and to solve any short term issues.

Should replacement not be possible the student will be placed in the STL/CL's classroom.

Should a student refuse to go into STL's classroom parents will be contacted and invited in to discuss and address the behaviour issue.

Patrol = 30 minute detention minimum. Contact home. May be withdrawn for 1-3 lessons.

\* Isolation/remove provision in school – LZ, B1, YM areas



Department  
for Education

**Appendix 4.**

# **Use of reasonable force**

**Advice for headteachers, staff and  
governing bodies**

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## Summary

### About this departmental advice

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

### Expiry or review date

This advice will be kept under review and updated as necessary.

### Who is this advice for?

- School leaders and school staff in **all schools**<sup>1</sup> in England.

### Key points

- School staff have a 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.

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<sup>1</sup> "All schools" include Academies, Free Schools, independent schools and all types of maintained schools



## What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force<sup>2</sup>.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

## 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 judgement of the staff member concerned and should always depend on the individual circumstances.

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<sup>2</sup> Section 93, Education and Inspections Act 2006

- 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.

## Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”<sup>3</sup>:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

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

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<sup>3</sup> Section 550ZB(5) of the Education Act 1996

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

## Communicating the school’s approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- 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.

## Using force

- A panel of experts<sup>4</sup> 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.

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<sup>4</sup> Physical Control in Care Medical Panel - 2008

## Staff training

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

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

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents<sup>5</sup>.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age.

## 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 (see the ‘Further sources of information’ section below) where an allegation of using excessive

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<sup>5</sup> References to parent or parents are to fathers as well as mothers, unless otherwise stated.

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.
- 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:
  - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - When comforting a distressed pupil;
  - When a pupil is being congratulated or praised;
  - To demonstrate how to use a musical instrument;
  - To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - To give first aid.

## Frequently Asked Questions

**Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?**

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

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

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

**Q: What about school trips?**

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

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

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

**Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?**

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

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

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

## Further sources of information

### Other departmental advice and guidance you may be interested in

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

### Associated resources (external links)

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)



Department  
for Education

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write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

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