

**TRINITY  
ACADEMY  
NEWCASTLE**

**BEHAVIOUR POLICY**

**Approved by the Curriculum Committee –  
October 2016  
On behalf of the Governing Body  
Next Review Date – October 2017**

***‘Any behaviour policy will only be as effective as the work of the staff who put it into practice’.*** As the Elton Report (1989) comments; *‘there are no simple remedies. It is the totality of responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour for good or ill. So any policy has to be applied with humanity, sensitivity and consistency’.*

## **CONTENTS**

<b>INTRODUCTION:</b>	<b>2</b>
• The Communicative Function of Behaviour;	
• Emotional Objectivity:	
<b>SHARED VALUES &amp; BELIEFS:</b>	<b>3</b>
<b>AIMS OF SCHOOL COMMUNITY:</b>	<b>3</b>
<b>TEACHING &amp; LEARNING:</b>	<b>4</b>
• The Informal Behaviour Curriculum;	
• The Formal Behaviour Curriculum;	
<b>RESPONSIBILITIES &amp; ENTITLEMENTS OF SCHOOL COMMUNITY:</b>	<b>5</b>
• Students; Parent/carers; Staff; Managers & Governors;	
<b>CODE OF CONDUCT:</b>	<b>7</b>
<b>REWARDS:</b>	<b>7</b>
• Informal & Formal;	
<b>SANCTIONS:</b>	<b>8</b>
• Informal & Formal;	
<b>SUPPORT FOR STUDENTS:</b>	<b>10</b>
<b>SUPPORT FOR STAFF:</b>	<b>12</b>
<b>SUPPORT FOR PARENT/CARERS:</b>	<b>12</b>

<b>CONSULTATION:</b>	<b>13</b>
<b>RESOURCES:</b>	<b>13</b>
<b>MONITORING &amp; REVIEW:</b>	<b>14</b>
<b>Power of members of staff to use force:/ teachers powers.</b>	<b>15</b>
<b>Complaints.</b>	<b>18</b>

## **INTRODUCTION:**

### **The Communicative Function of Behaviour;**

Behaviour management and the promotion of positive behaviour do not constitute a discrete, separate element of life at Trinity Academy School. We believe that all presenting behaviours, whether belonging to students or staff, are communications and as such efforts should be made to understand and respond appropriately to them. We embrace the view that most, if not all, behaviour is fundamentally good in intention - designed to safeguard the physical and/or emotional survival needs of the individual/s concerned. Poor behaviour therefore represents the expression of legitimate needs, albeit inappropriately expressed. For example a need to belong, to think of one-self as loveable and to have self-worth are experienced in school situations as the need for:

- Attention;
- Justice/reparation;
- Power & control (issues of choice/task avoidance);
- Acceptance and affiliation (friendships and companions);
- Access to tangible resources;
- Stimulation (avoidance of boredom)
- Expression of self.

### **Emotional Objectivity:**

Behaviours represent responses to experiences; these experiences generate emotions which in turn drive the presenting behaviours. All too easily student behaviour can be misconstrued by educators as deliberate attempts to 'wind' them up and therefore personal. The reality is somewhat less straightforward though often linked to how students perceive themselves to be perceived and subsequently treated by educators. Educators need therefore to maintain an emotional distance between themselves and classroom events and constantly evaluate their responses to them. It is our collective task to better understand the 'behaviour as communication' process to ensure where necessary that the most appropriate means of communicating need is simultaneously promoted and/or directly taught.

*'Social and emotional behaviour is a function of the interaction between the context and what the individual brings into that context'*

### **Faupel et al**

'.....many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned ..... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature modify personal responses as necessary' **Tim Brighouse**

All school staff are encouraged and supported to better understand student communications and the relationship between responses given and the behaviours they elicit. As educators we need to recognise that we cannot ever hope to effectively control children's behaviour. This recognition will allow us to focus our energies upon the more achievable task of positively influencing and inspiring students toward more appropriate behaviour, directly teaching replacement behaviours, coping strategies and thereby proactively eradicating attainment limiting factors that are open to their influence.

*'The only thing that educators have real control over is themselves. The way they approach and deal with children, the way they respond to their behaviour, the way they speak, the way they look, the way they arrange and organize their room together with the way they present the work set them is all under their control'*

**Rob Plevin**

This wisdom is most succinctly expressed in the words of Ghandi who stated that *'In order to see a change in the world we must first change ourselves'*

**Ghandi**

### **SHARED VALUES & BELIEFS:**

The principles described above provide the basis of reasoning for all our actions pertaining to the management of student behaviour and inform the content, application and on-going development of our behaviour and policy. We endeavor to create an environment where all students can be effectively supported towards to academic, social, emotional attainment by adults equipped to developing positive working relationships with students. Relationships through which to guide, inspire and influence them toward personal success. The values characteristic of our approach to working with students and each other can be expressed within the following framework of rights:

#### **We believe in the right of all school community members:**

- To feel physically and emotionally safe;
- To learn and develop to the best of their ability;
- To be respected and valued as an individual;;
- To a learning environment where tolerance, fairness and courtesy prevail;
- To express their views, be listened to and consulted;
- To clear and consistently applied expectations and boundaries;
- To learn from our mistakes through opportunities to discuss them;
- To accept responsibility for their own behaviour and make amends;

#### **AIMS OF SCHOOL COMMUNITY:**

- To create a caring, orderly and stimulating atmosphere of belonging in the school that positively promotes learning and a sense of belonging;
- To achieve a consistency of attitude and response from all adults which engenders a sense of security and safety;

- To promote in all students a sense of self-awareness, self-regulation, self-calming and the ability to take responsibility for their actions;
- To engender in all student's tolerance and respect for diversity;
- To create a climate of mutual respect between all students, adults, parent/carers and other school community stakeholders;
- To promote, encourage and provide for the continual development of all staff in understanding and responding to the needs of students with emotional, social and behavioral difficulties;
- To develop a partnership with parent/carers which recognises and respects important factors in the student's life and experiences outside of school and which through regular dialogue supports parent/carers to fulfil a proactive and confident role in the meeting of their child's needs and the management of their behaviour.

## **TEACHING AND LEARNING:**

### **The Informal Behaviour Curriculum;**

We believe it is the duty of all staff, through everyday contact with students, to be cognizant of the ever-present opportunities to promote and teach positive behaviour. Positive behaviour can be promoted and directly taught by all adults in school throughout the school day by:

- All adults modelling appropriate and respectful behaviour toward students and each other in all their interactions;
- Setting appropriate boundaries for student behaviour and applying these consistently;
- Demonstrating empathy and understanding of student behaviour and needs;
- Seeking the views of students and listening to what they have to say;
- Proving students with feedback in constructive and informative ways;
- Applying positive consequences to encourage the learning of appropriate behaviour;
- Applying negative consequences to discourage the learning of inappropriate behaviour;
- Showing respect and understanding to all members of the school community.

Educators cannot effectively control student behaviour in traditional sense of adult/child dichotomy. We all have the potential however to develop our own sense of personal power – 'moral authority'. Moral authority is a form of power which carries most influence with challenging students and is characterized by the consistent demonstration of the actions above, good emotional self-management and an overt commitment to working with students.

*'We get respect from challenging students by giving it to them first'*

## **RESPONSIBILITIES & ENTITLEMENTS OF THE SCHOOL COMMUNITY:**

### **Students are expected:**

- To attend school regularly, adhere to the school's code of conduct and be prepared to learn;
- To respect, support and care for each other in school and the wider community;
- To be tolerant of others irrespective of race, gender, religion, sexuality and age;
- To listen to others and respect their opinions;
- To follow the reasonable requests of adults throughout the school day;
- To accept and/or seek the support of adults at times of need;
- To take responsibility for their own actions and behaviour;
- To participate and be involved in school-decision-making processes and make their views known to adults in appropriate ways.
- To ensure all assigned work is completed, (also reference homework policy).

### **Students are entitled to:**

- To be treated with dignity and respect;
- Individual targets to ensure teaching and learning meets their individual needs;
- A stimulating and challenging curriculum;
- To experience a sense of safety and security;
- Consistency in their care and management of behaviour;
- To experience a sense of belonging and feeling valued as an individual;
- To be consulted in matters that affect them and have access to systems of student representation;
- To have their behaviour, social and emotional skills recognized and celebrated.
- Planned and supported transition process.

### **Parent/carers are expected:**

- To provide school with an emergency contact number;
- To be aware of and support the school's values and expectations;
- To support their child's regular attendance, preparedness to learn and adherence to the school's code of conduct;
- To take an active and supportive interest in their child's work and progress;
- To make school aware if they think their child is being bullied;
- To take responsibility for their child's behaviour both within school and the wider community.

### **Parent/carers are entitled to:**

- To be treated with dignity and respect;
- To know about school policy matters and have access to the relevant policies;
- To be provided with opportunities to contribute to policy development;
- To be regularly informed of their child's progress and be advised of any difficulties promptly;

- To receive support from school and be directed to appropriate forms of additional support as necessary;
- Can expect school staff inform them if their child is absent from school;
- To feel welcome and valued when communicating with and/or visiting school.

**Staff are expected:**

- Lead by example and contribute to the promotion, development and monitoring of the schools behaviour and attendance policy;
- To encourage the aims and values of the school and local community among the students;
- To treat all members of the school community with dignity and respect;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;
- To model appropriate behaviour and social skills in interactions with members of the school community;
- To hold high expectations of all students, recognise and value their strengths;
- To meet the educational, social, emotional and behavioural needs of students through an appropriate curriculum and individualized support;
- To recognise when they may require the support of others in managing student group and/or individual behaviour and seek support;
- Seek to promote positive behaviour in all their interactions with students;
- To be consistent when working with students;
- To promote and safeguard the well-being of all students;
- To develop positive working relationships with parent and carers;
- To be guided by the 'Best Interests of the Child' principle when in their work.

**Staff are entitled to:**

- To be treated with dignity and respect;
- To contribute to policy and practice development in behaviour and attendance matters;
- To be supported in their task by the school management teams;
- To know when and how they can seek the support of colleagues in times of difficulty;
- To have access to support and advice as required to best address matters of misbehavior and/or poor attendance;
- Have access to regular professional development in behaviour promotion and management.

**Managers & Governors are expected:**

- Ensure that all aspects of the school's behaviour and attendance policy promote equality for all students;
- To collate, analyze and monitor behaviour and attendance data to inform resource allocation and seek improvement;
- To closely monitor the use of rewards and sanctions to ensure that their distribution does not detract from equal opportunities principles;
- To support the creation of an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;
- To provide advice and support to enable all school staff to effectively fulfil



<p>their roles and responsibilities;</p> <ul style="list-style-type: none"> <li>▪ To ensure that school council practices truly reflect the priorities of the student population and that they are responded to accordingly.</li> </ul>
<b>Managers &amp; Governors are entitled to:</b>
<ul style="list-style-type: none"> <li>▪ Support and guidance from the LEA on policy and practice.</li> </ul>

**CODE OF CONDUCT:**

The consistent application of high expectations by staff will help to create an atmosphere of self-discipline through a calm, confident and controlled approach to behaviour management. Our students should quickly become to expect fair and consistently applied expectations and consequences in response to transgressions.

School rules are reviewed annually as part of the behaviour and attendance policy consultation process which involves the whole school community. The rules represent our framework of expectation and correspondingly the boundaries of acceptable and unacceptable at all times during the school day. Our students are expected:

- To attend school regularly and punctually;
- To be polite and treat others with respect;
- To be accepting of each other’s differences;
- To follow all reasonable requests from adults and peers;
- To ensure the safety of themselves and others;
- Work independently and together to the best of their ability;
- Look after school property and that of others.
- To complete assigned work.

All staff are expected to make regular reference to, promote and reinforce the school rules in their everyday contact with students and as part of the learning process. These rules provide the basis of any subsequent discussions with students in establishing rules for respective class groups and/or more specific extra-curricular activities. At Trinity we promote constant expectations and values and expect our students to behave out of school as well as in. This expectation will involve closely supporting and working with parents and outside agencies. We believe that student’s behaviour, values and morals do not end at the ‘sound of the school bell’. We focus on the ‘whole picture’.

**REWARDS:**

Meaningful relationships with our students can foster self-esteem and self-worth. Meaningful praise, encouragement and the giving of tangible rewards, provided by an adult to students with whom they have a positive relationship amplifies both the integrity of the exchange and the student’s internalization of positive self-regard.

***'It is only through the words and actions of others that we learn about ourselves'.***

This is a given which we as educators at Trinity Academy School endeavor to retain at the forefront of our minds, in all our interactions with students, such is our potential for positively influencing their present and future lives.

Trinity Academy School employs a spectrum of rewards both informal and formal to accommodate the motivation differentials and drives of our student population. The potency of meaningful praise as a key motivator for change provides the foundations of our system of rewards. We actively promote a climate wherein verbal and non-verbal praise feature constantly as the norm throughout the school day. Rewards used within Trinity Academy School include;

**Informal Rewards;**

- Non-verbal praise such as a 'thumbs-up' sign, a smile or other encouraging gestures;
- Specific verbal affirmations and comment upon effort and/or achievement;
- Invoking peer praise;
- Invoking praise from colleagues;
- Sharing 'good news' with parents;
- Individual and group 'reinforcement time';
- Sharing examples of work to colleagues and senior staff;
- Displaying student work in the classroom and school.

**Formal Rewards:**

- Monetary prizes, via draws for 100% attendees, most improved attendee and most nominated student;
- Points system in place. (power of choice point system).
- Certificates to celebrate academic and social and emotional progress;
- Public praise in 'Celebration of Learning' assemblies;
- Letters home to parents – corresponding to certificate;
- Recognition of achievements within the school newsletter;
- End of term trips for Top Ten students re- S&E tokens/ various trips through year.

**SANCTIONS:**

We believe the application of sanctions to be an effective means of promoting positive behaviour where they are:

- Designed to promote positive attendance, behaviour and learning rather than to punish perpetrators;
- Understood by the whole school community as a deterrent;
- Understood by students to be fair and proportionate.

When anticipating and/or applying sanctions staff are expected to:

- Avoid early escalation to more severe sanctions;

- Reserve the more severe sanctions for the most serious or persistent misbehavior;
- Avoid whole group sanctions that punish the innocent as well as those guilty;
- Focus upon the condemnation of the behaviour and not the person;
- Take account of the individual circumstances and context of misbehavior;
- Regularly remind and encourage students, as part of their everyday teaching, to reflect on the effects of their misbehavior or absence on others and themselves in terms of feelings without apportioning blame;
- Evaluate their own use of the sanctions they apply either directly or indirectly – to monitor effectiveness.

**Our actions should always be geared toward Reparation, Restitution and Reconciliation and not Retribution or Revenge.**

All incidence of poor behaviour should be viewed as an opportunity for both students and adults to learn from. For example, a student may be coached to manage their impulsiveness more productively whereas the educator may, following reflection, decide to modify their planning to better accommodate that particular behaviour trait. Following more serious or critical incidents all staff are expected to facilitate, with the support of senior colleagues as necessary, a more formal debriefing with the student/s concerned.

**Informal Sanctions:**

These are generally those applied by the class teacher as part of their everyday strategies for promoting positive behaviour and maintaining a climate conducive to effective learning:

- Non-verbal cues such as a grimace, ‘thumbs-down sign or other discouraging gestures;
- Withdrawing attention/planned ignoring;
- Selective attention provided to peers;
- A reminder of expectations;
- A reminder of the potential consequence if behaviour continues;
- Providing space for a brief period of ‘time-out’- within class;
- Providing the opportunity for immediate reparation;
- Completion of unfinished work during reinforcement time;
- Completion of unfinished work during student ‘break-time’;
- Allocate the awarding of token economy points on a session by session basis according to presenting behaviour.

**Formal Sanctions:**

These are generally applied by the class teacher when the student has failed to respond to the informal sanctions above and an escalation to more serious behaviour cannot be circumvented:

- Inviting the physical presence of a senior colleague;

- Requesting the provision of a brief period of formal ‘time-out’ – outside of the class;
- Detention: break, lunch or post-school;
- Contacting parent/carers to inform of misbehavior at an appropriate time;
- Withdrawal from participation in a planned activity and/or outing where health and safety concerns dictate – (pending consultation with activity/outing facilitator, Deputy Head, Assistant Head and/or Pastoral Manager);
- Withdrawal of school travel privileges;
- Requesting a student be subject to ‘inclusion’;
- Making representation for a student to move class groups;
- Exclusion from school; (See school’s policy on exclusion).

Data pertaining to the use of rewards and sanctions is monitored by the school’s pastoral department and recorded on database (SIMS). An annual/ termly behaviour and achievement report is provided to the school’s leadership for analysis of practice by ethnicity, gender, class, key-stage and class groupings. Where any patterns or trends of inequity are revealed than appropriate action will be taken.

### **SUPPORT SYSTEMS FOR STUDENTS:**

The provision of teaching and learning about positive behaviour combined with a pastoral support team are the key features of school behaviour and attendance support for students.

#### **Monitoring student progress:**

Student behaviour and attendance is monitored on a daily basis via school’s systems, practices and procedures;

- Token economy system points awarded,
- Twice daily register completion;
- Teacher/tutor student diary entries;
- Withdrawal from class log;
- Incident reporting and recording;
- Pastoral support walkabouts.

A variety of forums provide staff with more formal opportunities to discuss the behaviour and attendance of students experiencing particular difficulties:

- Morning briefings (whole-school);
- Fortnightly meetings (whole-school);
- Fortnightly meetings (senior staff);
- Termly meetings (parent/carers);
- Annual reviews (multi-disciplinary and parent/carers).

The above provide school with the on-going means to effectively monitor individual student progress and communicate any concerns to the relevant persons.

### **Pastoral Support. (PST).**

Students have access throughout the school day to the pastoral support team (PST) which provides out-of class support. Students may refer themselves to the PST and/or be referred to the team by teaching and support staff. The PST may provide the following types of support for students;

- A safe place to 'chill-out' in time of stress or difficulty;
- An alternative to class (for time-limited periods in times of distress);
- Additional behaviour support in class;
- Withdrawal from class (at the request of teaching and support staff);
- Advocacy and mediation support between student-student and student-educator;
- Post-incident debriefing;

### **Graduated responses to students at risk;**

- Parent/carers are notified of their child's absence on the first day and subsequent where absence is unauthorized;
- Parent/carers are informed on the same day should their child be involved in a serious incident within school;
- Parents carers are informed promptly should their child's behaviour significantly deteriorate and are invited to attend a meeting with relevant persons to support a solution-finding process.

Student difficulties are responded to promptly and addressed via the support functions of the pastoral support team in conjunction with the class teacher and the graduated rewards and sanctions described above. Where behaviour and attendance difficulties are most serious or persistent and unresponsive to school based interventions then school will consider the role of outside agencies.

### **External Support:**

Trinity School is committed to working together with outside agencies to secure the best outcomes for its students. Students experiencing particular difficulties and/or in need of more specialised types of support may be referred to;

- School Health Service;
- Education Welfare Service;
- Child & Mental Health Service;
- Educational Psychology Service;
- [Connexions Service](#);
- Social Services;
- Other relevant statutory and voluntary agencies.

Referrals are coordinated by the Deputy Head teacher and/or the pastoral manager. Each school site has an appointed adult with responsibility for facilitating and coordinating the completion of CAF's, in accordance with Common Assessment Framework guidance. CAF's **have** be completed with the consent of parent/carers and or students to access additional social support for student and their families.

## **SUPPORT SYSTEMS FOR STAFF;**

This policy makes clear to staff both their responsibilities and the corresponding entitlements. All staff have access to guidance to support and guide them when dealing with difficult situations. The guidance document '**Pastoral Support System**' provides for staff when having to respond to difficult situations:

- The school's behaviour 'level-grading system';
- Strategies for de-escalation;
- The protocols for requesting assistance;
- The types of support available;
- Advice for staff providing support;
- Emergency procedures;

All staff are encouraged to deal with 'level 1' minor behaviours and any poor attendance issues as they occur in school. Support is available, when required, to respond to the 'level 2 and 3' behaviours. Staff are expected to recognise and promptly communicate to the assistant head teacher and/or pastoral manager any difficulties they may experience in effectively managing the behaviour and/or attendance of individual students or groups. Similarly, staff are encouraged to discuss any difficulties with peers who may have a more positive and productive relationship with the student or groups of students concerned.

*Staff should consider the ability to reflect upon their own difficulties and seek advice and support as sign of strength rather than a sign of weakness. All Trinity staff have access to a representative of the pastoral department and/or the Deputy Head teacher at any given time of the day should advice or additional support be required.*

All staff will have access to a member of staff trained to intermediate tutor level in Team Teach positive handling strategies. These arrangements will represent an invaluable resource to guide, support and advise staff in de-escalation strategies and to better promote the virtues of reflective practice.

*'A sense of powerlessness and stress accompany any perceived inability to effectively 'control' student behaviour. The only 'control' however that educators are expected to exercise is 'control' over themselves, their emotions and subsequent actions:*

- All school staff are trained in Team Teach (6 hr basic course) the majority are licensed to and authorised by the Principal to practice restrictive positive handling strategies as deemed necessary;

## **PARENT/CARER SUPPORT:**

At Trinity School we firmly believe that in order to achieve the best outcomes for our students we must engage and work closely with all parent/carers. The support of parent/carers is critical to the effectiveness of the school's behaviour and attendance policy through its reinforcement at home. We operate an open

door policy for parent and carers should they wish to visit school. We do however encourage parents to make contact in advance to make an appointment to ensure the availability of those staff they desire to speak with. Our work with and the involvement of parent/carers is not confined to impromptu visits and individual appointments;

- Parent/carers are encouraged to negotiate with relevant staff the level of telephone contact that would best suit their needs in monitoring the progress of their child;
- Class-based staff are expected to make contact with parent/carers on a weekly basis at a minimum;
- Parent/carers are informed as soon as is possible in the case of any significant achievement and/or deterioration in their child's behaviour;
- Home visits can be arranged for those parent/carers who for reasons of transport, accessibility and cultural exclusion cannot attend school;
- All efforts are made to ensure that communication barriers, whether in the spoken or written word, are addressed through discussion with parent/carers of their needs and preferences;
- Academic reports are provided for parents on a termly basis;
- A weekly newsletter is sent to parent/carers to keep them informed of current events and issues within school.
- A parent/carer group support is provided in school and is accessible to all parent/carers. The parent group meets weekly and is facilitated by the school social worker and the school health advisor. The group's primary focus is the empowerment of parent/carers and the promotion of their capacity to parent most effectively.

### **CONSULTATION;**

The following consultation exercises take place either annually, at the point of formal policy review, and/or intermittently in response to legislative, local and/or school driven initiatives and guidance:

- All staff have contributed to the National Strategies: Whole School Behaviour and Attendance Audit and the action-planning process.
- All students are encouraged to contribute to policy development via school council meetings, whole-school assemblies, class group discussion and through SMSC.
- Currently parent/carers are consulted via the parent/carer group, annual reviews, presentation/discussion at parent events; and via the telephone and written correspondence.

### **RESOURCES:**

At Trinity we have made a significant investment in recent years to ensure that behaviour promotion and management and attendance achieve a higher profile within school in recognition of their contribution to student personal development and attainment. In 2009 three members of school staff have completed the DSCF National Programme for Specialist Leaders in Behaviour and Attendance to

certificate level. There is on-going training throughout the year, to update staff regarding all aspects and areas of behaviour management.

### **MONITORING & REVIEW:**

Behaviour and attendance is constantly monitored and under review, both formally and informally, throughout the year from policy inception to provide benchmark measures against which to evaluate effectiveness;

- National Strategies: Whole School Behaviour and Attendance Audit is completed by all school as deemed necessary;
- A (SIMS) report, including whole-school data re-recorded achievements and negative incidents is provided termly and annually to the Senior Leadership Team for analysis;
- Pastoral staffs constantly monitor the incidence of recorded achievement and negative incidents and make representation to Deputy Head teachers accordingly.

In order to ensure that the behaviour policy and its related practices do not inadvertently discriminate against one group over another by virtue of SEN, gender, ethnicity we monitor the use of sanctions and rewards in school.

The effectiveness of this policy may be measured in the following quantitative ways;

- Reduction in the number of recorded incidents;
- Increase in the number of recorded 'Behaviour for Learning' achievement incidents;
- Reduction in referrals to external agencies.

More qualitative measures of policy effectiveness will include the levels of satisfaction experienced by students and their parent/s carers via annual review questionnaires, parent/carer group, school council meetings and miscellaneous contact and dialogue with stakeholders.

### **Power of members of staff to use force:**

**(1)** A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

**(a)** committing any offence,

**(b)** causing personal injury to, or damage to the property of, any person (including the pupil himself), or

**(c)** prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.



Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement both national and local guidance within a framework of positive behavior management at Trinity School. It should therefore be considered alongside the most recent LEA policy statements and recent local and national guidance. The policy is designed to assist staff in ensuring all actions within the spectrum of positive handling responses are always reasonable, proportionate and can be deemed absolutely necessary when using restraint techniques.

Included in the positive handling framework are a number of physical responses which involve the use of 'reasonable force' to control or restrain a student where reasonable, proportionate and absolutely necessary. Physical intervention techniques represent a small part of the positive handling continuum.

What is reasonable force?

The term 'reasonable force' covers a broad range of actions used by practitioners in their careers at some point which involves physical contact with pupils.

'Force' is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as separating a fight or having a physically restrain a student to prevent harm, 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 blocking a pupil's path or active physical contact such as leading a pupil by the arm 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 organized 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 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 behavior that disrupts the behavior of others.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others.

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, head teachers and authorized staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent:

A person whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

Committing any offence

Causing personal injury to, or damage to the property of, **any** person (including the pupil)

Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

## **Discipline in schools – teachers’ powers**

### **Key Points**

- Teachers have statutory authorities to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupils in school or elsewhere, under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehavior occurs outside of school.
- Teachers have the power to impose detention out of school hours.
- Teachers can confiscate pupil’s property.

# **Punishing poor behaviour**

## **What the law allows:**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. (Behaviour and discipline in schools, (Df E Feb 2014).

## **Complaints**

It is not uncommon for students to make allegations of inappropriate and/or excessive use of force following an incident. The school has a formal Complaints Procedure. Students should be reminded of the procedure and encouraged to use the appropriate channels. Students should be given the opportunity during the debriefing process to voice any concerns and hear a first-hand explanation for an adult(s) actions. The complaints policy applies equally to staff. We are an open school and promote transparent in both policy and practice in order to protect the interests of staff and students alike. Any staff concerns regarding the welfare of students should be immediately reported to the

Designated Person for Safeguarding. Any safety concerns should be reported to the designated person for Health and Safety. (Also reference school Complaint policy).


The school has a legal duty, in respect of safeguarding and in respect of students with special needs, Equality Act 2010. (School Safeguarding policy and Equality and Diversity policy).

**Policy Links:**

This policy should be read in conjunction with the following school policies/guidance:

- Attendance;
- Anti-bullying;
- Anti-Racism;
- Positive Handling;
- ContingentTouch;
- Equal Opportunities;
- Safeguarding Children;
- Teaching and Learning.
- Behaviour and Discipline in schools, DEF 2014 guidance
- Complaint Policy.
- Equality and Diversity Policy.

**Signed on behalf of the Governing Body:**



**Ann Calder (Chairperson of the Governing Body)**

**Date: 4.10.2016**