



# **DAYSPRING TRUST**

## **Venerable Bede CE Academy**

### **Behaviour & Discipline Policy**

Ratified by: Executive Headteacher

Date of review: January 2019

Date of next review: January 2020

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each Academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

**At Ian Ramsey CE Academy:**

"Together to learn, to grow, to serve."

This is embodied in scripture:

*'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in various forms.'* 1. Peter 4.10

**At Venerable Bede CE Academy:**

"Soar to the heights together"

This is embodied in scripture:

*'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.'* Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

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## **Introduction**

In order to fulfil our Academy mission of ensuring a first class education and a breadth of opportunity to all of our pupils in light of the Christian Gospel, it is essential that we encourage the highest standards of learning behaviours. We must also ensure a robust reward system where achievement and effort are praised and rewarded in equal measure. Only then will each pupil and member of staff be able to “Soar to the heights together”. The Academy’s rewards policy should be read alongside this document.

In the following document, we will outline how we promote positive behaviours for learning, as well as explaining what sanctions and systems are in place to support this. The end result, is that in all areas of the Academy, our pupils and staff should show and expect to see the highest standards of behaviour. It should be the case that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect. This will ensure that we provide a caring, positive, safe and stimulating environment, which promotes the social, moral, spiritual and cultural development of everyone.

We should recognise that the success of our behaviour and reward systems depend on the full support of parents. The Home/Academy Agreement, which everyone has signed, forms the core agreement of how we will work together. This agreement is signed upon entry to the Academy. It is updated in accordance with our policy review cycle.

## **Aims and Purpose**

To provide a consistent framework for behaviour and discipline, that will allow all pupils to learn in a safe, positive and supportive learning environment leading to improved outcomes. To promote the Christian principles of hope, forgiveness, wisdom, joy and perseverance.

To have a whole Academy approach to managing behaviour, using positive and assertive teaching techniques where pupils are rewarded for positive behaviour. There is an agreed set of classroom standards and expectations, which are displayed in every classroom, a system of rewards for positive behaviour and a set of sanctions for unacceptable behaviour.

## **The behaviour policy aims to**

- Promote good behaviour, self-discipline and respect within our key Christian principles of hope, forgiveness, wisdom, joy and perseverance.
- Encourage a positive approach to behaviour by good example and praise and reward for good behaviour.
- Prevent bullying.
- Ensure that pupils complete assigned work to the best of their ability.
- Regulate the conduct of pupils.
- Set the standard of behaviour expected of all pupils in the Academy’s “Home Academy Agreement”.
- Ensure that the Academy is a safe and supportive environment for all.
- Ensure that all members of the Academy community are shown respect and show respect for others.

- Ensure that the environment, curriculum, other factors within the Academy's control are monitored to ensure the promotion of good behaviour.
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.
- As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to pupils' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.
- To place the focus on learning.
- To place the emphasis on the positive.
- To provide a consistent whole Academy approach to rewards and sanctions.
- To implement a system where negative behaviour has consequences, and positive behaviour results in praise.

### **Key Points**

- All Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- These powers also apply to all paid staff at a level agreed by the Headteacher, Executive Headteacher and the Board of Directors, who have responsibility for pupils in the Academy or in a learning environment outside of the Academy.
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher or designated member of staff, including on Academy visits.
- Teachers can also discipline pupils for misbehaviour outside Academy when and if appropriate. An example of this might be following a complaint about pupil behaviour on the way to or from the Academy, or as a result of something a pupil does over a weekend or holiday which in all reasonable circumstances is likely to bring the Academy into disrepute.
- Teachers have a specific legal power to impose detentions inside or outside of Academy hours e.g. break time, lunchtime, before or after school, including detentions at weekends or holidays.
- The Academy staff can confiscate pupils' property where appropriate. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline. Common law powers to search mean that Academy staff can search pupils with their consent for any item.

## **Academy Rewards and Behaviour Procedures**

### **Rewards**

Pupils learn more successfully and have their self-esteem raised with praise, reward and celebration. Positive behaviour will be praised and rewarded. The Academy will promote good behaviour by pupils through a system of recognition and reward. Some examples of these include:

- Praise and positive verbal and written feedback
- Positive behaviour points recorded on the school's system
- Awards ceremonies
- Awards celebrations
- Letters and phone calls to parents/carers
- Positive behaviour mentioned in school reports
- Rewards Postcards
- Prefect status

In order for the Academy's aims to be successful pupils have a responsibility to:

- Be the best learner they can be and try to help others to learn by respecting the learning environment and developing positive relationships between each other and members of staff.
- Follow the Academy's rules, and display positive behaviours for learning.
- Treat everyone fairly and with courtesy.
- Report any behaviour which is not acceptable.
- Understand that we are all different and we should be friendly to one another and attempt to sort out disagreements peacefully, respecting the opinions and values of others.
- Care for the buildings, facilities and equipment and encourage others in our Academy to do likewise.

Whilst we encourage and reward good behaviour, any unsatisfactory behaviour will not be tolerated. Clear expectations and boundaries exist, and all pupils are expected to follow these guidelines. Pupils are expected to be responsible for their own behaviours.

Disruption to learning and good order within the Academy, should be dealt with positively and as soon as it occurs by the member of staff who is responsible at that time for the pupil displaying inappropriate behaviours. So that pupils are able to understand our behaviour code, the following sanctions ladder should be applied consistently. It should be displayed in all classrooms and explained to the pupils at the start of each academic year as part of the PD curriculum.

## Sanctions Ladder

Sanction Level	Action /Outcome
<b>Step 1: Warning</b>	<i>Engage with the pupil (by name if possible), let the pupil know what behaviours are causing concern and re-direct them positively by explaining why the behaviours are not acceptable.</i>
<b>Step 2: Formal Caution</b>	If the pupil <i>does not listen</i> to the warning, <i>movement</i> within the classroom / from the area (if not in a classroom) may be required. This would be to <i>give the pupil the opportunity and space</i> to stop their unacceptable behaviours. This <i>caution should be recorded</i> in the pupil planner so that communication with home is maintained. <i>Call Back 10 minutes:</i> break, lunch or after school – should be applied.
<b>Step 3: Detention</b>	If having been <i>moved and spoken</i> to a pupil still <i>persists in their unacceptable behaviour</i> , a suitable detention (30 min – 1 hour) should be issued.
<b>Step 4: Withdrawal from lesson</b>	Should the stages above not moderate a pupil's behaviour, the next step is to remove from the lesson using the support of senior staff ON CALL (HOD/HOY/SLT)

Sanctions should be applied rigorously and sequentially. Pupils should be aware of the stage they are at, and should move up one stage at a time, unless there is a serious breach of discipline e.g. Violence/Verbal abuse. In such cases, immediate use of the **ON CALL** system would be appropriate.

So that Heads of Department and Pastoral staff can effectively manage our behaviour strategy across the Academy, steps 2, 3 and 4 should be recorded in the Academy's management information system, and discussed with the appropriate HOD / HOY at the earliest convenience.

Staff should always report any incident which has escalated to step 4 as soon as possible, but no later than the end of the same school day.

Each lesson should be seen as a fresh start. In order for this to be effective, the poor behaviours should have been appropriately addressed by the member of staff concerned, with help and support from senior staff as appropriate. Equally, each pupil should be afforded the opportunity to explain their behaviours and why they occurred. All staff should reflect on the situation and look at whether they could have taken any alternative actions which might have enabled the pupils to react in a more positive way.

By having a consistent approach, all staff will support each other and the pupils will be supported and encouraged to manage their own behaviour consistently well.

In order for this system to work smoothly, it is important to remember that the class teacher is empowered to be responsible for the management of pupils within their classroom, and will be supported to do so by senior colleagues (HOD/HOY/SLT).

Pupils failing to turn up/respond to sanctions WILL be followed up, in the first instance by the class teacher, then supported by the HoD and HoY. More serious breaches of pupil behaviour may need to be dealt with by Assistant Head Teachers or in extreme circumstances, the Headteacher.

When dealing with the consequences of unsatisfactory behaviour, it is important to have the fullest picture of a pupil's behaviour so that any incident may be seen in the widest possible context. This detail will be used to judge which sanction is appropriate and may also help to identify any underlying cause for the behaviour. This in turn may impact on future work with the pupils and their parent / carers in order to improve future behaviour. All unacceptable behaviours should be recorded. Any of the following outcomes may result following an episode of unacceptable behaviour displayed by a pupil:

- Moving a pupil's position in class.
- Loss of break/lunchtime.
- Withdrawal of other privileges.
- Detention.
- Discussion with parents of unacceptable behaviours - which may be by phone call, letter, or in person by invitation to attend the Academy for a behaviour review meeting.
- Referral to the Head of Department / Head of Year / Assistant Head of Year.
- Being placed on report to the Head of Department or Head of Year.
- Removal from class by "On Call" and working in R37 the Academy's quiet room.
- In consultation with Head of Year, parent / carers, and Assistant Heads of Pastoral and Inclusion, the drawing up of a "Pastoral Support Plan" which could include the involvement of agencies outside of the Academy if it is thought that this would benefit the pupil or family.
- For continuous or more serious breaches of the code of behaviour, a pupil may be removed from mainstream lessons and placed in "Learning Zone" to work with our Behaviour Support Teacher and Behaviour Support Workers. During this time, additional 1:1 support work /behaviour modification techniques will be explored.
- Fixed Term Internal Exclusion in Learning Zone – where any single episode (or ongoing behaviours) are considered to be extreme enough, it might be necessary to educate a pupil in Learning Zone. This will mean a different start and finish time to the main school population. Pupils will continue learning after the Academy finishes until 4.30 p.m. each day.
- Fixed term exclusion "Offsite" – when a single extreme event occurs which significantly undermines the good order of the Academy, it may be necessary to exclude a pupil to home (see document "[Exclusion from maintained schools, Academies and pupil referral units in England](#)")
- Involvement of an educational psychologist to determine whether any learning needs have been missed or referral to external agencies for support.



- Managed move: where a pupil has not engaged in any of the behaviour modification processes, despite the best attempts of the Academy and parents, a managed move to another local partner secondary school might be considered to give the pupil the opportunity for a fresh start.
- Referral to Sunderland Council “Central Provisions Panel” to request a placement in the pupil referral unit, “The Link School”, where more in-depth behaviour support can be given to try and modify the pupil’s inappropriate behaviour.
- Permanent Exclusion might occur in response to a serious breach, or persistent breaches, of the Academy's behaviour policy, where allowing a pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

### **Academy support for pupils whose behaviour needs to improve**

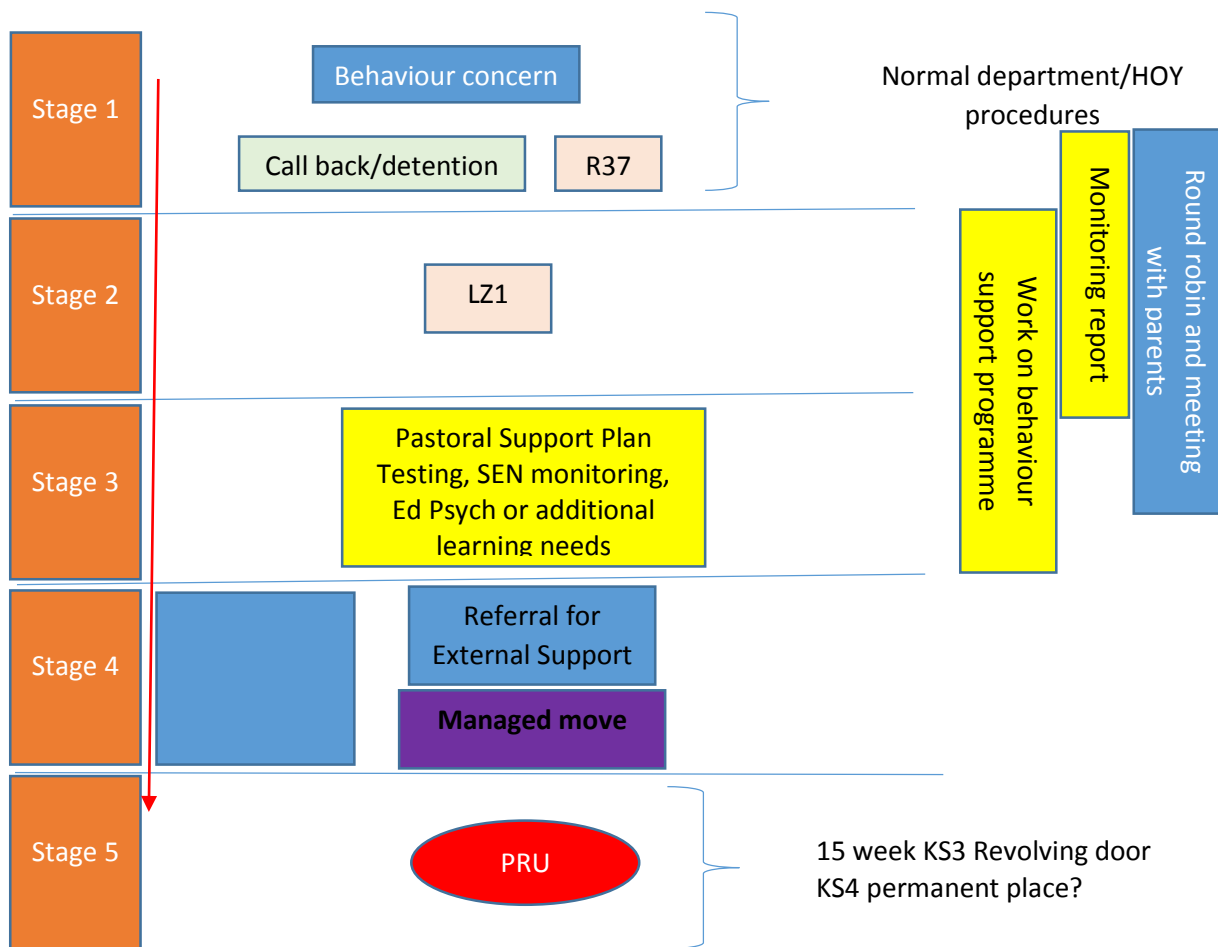
There are occasions, exceptional cases, when the “normal” sanctions which would be applied in the event of a breach of the code of behaviour might require adapting. In such a case a Pastoral support plan might be considered worthwhile. This plan would be organised by the Head of Year in consultation with the Assistant Heads Pastoral/Inclusion. Parents would be invited to meet in the Academy to discuss what an appropriate course of action would be. This meeting may involve other agencies from outside the Academy as necessary. This meeting will consider the causes for concern and the steps suggested to improve the situation. In drawing up the pastoral support plan, the Academy will, in discussion with others:

1. Consider offering structured 1:1 support and counselling
2. Review any learning difficulties and put in place a remedial programme where necessary
3. Consider changes of sets or class
4. Consider a placement for a period of time at either an on or off site alternative education provision
5. Consider whether the National Curriculum should be dis-applied
6. In consultation with the pupil’s parents / carers and the LA, consider a managed move to another School

The pastoral support plan should have an agreed time limit, be monitored fortnightly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for noncompliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

1. Be reduced or removed.
2. May be continued for a further period with or without amendments.
3. Or, where there has been no improvement at all there may be a permanent exclusion.

## Summary of behaviour systems



Stage 1	HOY/HOD discussion about the impact of department strategies on behaviour for learning. HOY round robin for other subjects and if behaviour poor across the curriculum proceed to stage 2.
Stage 2	Learning Zone 1 intervention for a specified period of time. DMA intervention on an individual basis at first then LZ2 intervention programme. Review with staff and parents. Prefects can offer support.
Stage 3	Pastoral Support Plan – get all parties working together, review with staff and parents. Additional support for the child such as SEN testing, specific learning needs and Ed Psych.
Stage 4	Continue PS work, complete Referral for External Support for multi-agency intervention. Review with staff and parents. If Referral for External Support intervention isn't working – explore managed move.
Stage 5	Failed managed move – apply for a place at a PRU through CPP panel. (Pupil at risk of permanent exclusion.) Pupil now solely educated in LZ2 afternoon/twilight until provision secured.

## **Sanctions**

### **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 an Academy rule or fails to follow a reasonable instruction, the teacher can impose a sanction on that pupil.

In our academy, we apply the core principle that any activity which disrupts the day to day smooth running of the Academy, or disrupts the effective learning and teaching of its pupils and staff would constitute a breach of rules and therefore could incur an appropriate sanction.

To be lawful, the sanction (including detentions) should satisfy the following three conditions:

1. The decision to punish a pupil must be made by an appointed member of Academy staff or a member of staff authorised by the Headteacher or Executive Headteacher.
2. The decision to punish the pupil and the sanction itself must be made on the Academy premises or while the pupil is under the charge of the member of staff.
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 sanction must be proportionate. In determining whether a sanction 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 Headteacher or Executive Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers - for example to parents who have volunteered to help on an Academy trip.

Corporal punishment is illegal in all circumstances.

Sanctions should be appropriate to meet the needs of the pupils and the Academy and this subsequently may require a referral to other agencies.

### **A pupil should always follow these simple Academy rules**

- Arrive for lessons properly equipped and on time
- No chewing / eating and only drinking water from a proprietary sports drinks bottle
- Follow instructions or requests first time
- No electronic devices unless directed by the teacher
- Respect contributions of others
- Positive attitude towards own and others learning

### **Behaviours which will cause a pupil to be sanctioned**

- Failure to follow classroom expectations
- No homework
- Off task / distracted / talking
- Misuse of Academy equipment
- Failure to follow instructions
- Out of seat
- Pushing or shoving in corridors/queues
- Derogatory or inappropriate language
- Inappropriate behaviour at break and lunch times

### **Serious behaviours carrying more severe punishment**

- Damage to Academy property
- Swearing at or threatening a member of staff
- Behaviour likely to endanger another individual
- Misuse of fire alarm
- Pupil found in possession of any controlled or banned substance
- Failure to adhere to Academy's anti bullying policy
- Intimidating or threatening behaviour

### **Searching pupils**

Academy staff can search a pupil for any item if the pupil agrees to this action when asked.

The Headteacher, Executive Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds to suspect the pupil may have a prohibited item(s). Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for

Wherever possible, it is good practice to have another person present whilst undertaking a search and confiscating property. This will ensure all involved are safeguarded.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DfE document 'Screening Searching and Confiscation – advice for head teachers, staff and governing bodies'.

All staff should be expected to deal promptly with racist, religious, homophobic, transphobic and disability hate incidents which must be reported to a senior member of staff and recorded in accordance with Academy recording systems. There is a need to monitor any hate incidents which occur in the Academy to get a full picture of the frequency and nature of hate incidents and measure the effectiveness of the methods used by the Academy in responding to all hate incidents.

## **Pupils' conduct outside the Academy gates – teachers' powers**

### **What the law allows**

Teachers have a statutory power to discipline pupils for misbehaving outside of the Academy 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."

The Academy's behaviour policy should set out what the Academy will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the Academy premises which is witnessed by a staff member or reported to the Academy, including the punishments that will be imposed on pupils. This must be read in conjunction with the Academy anti-bullying policy.

### **Subject to the Academy's behaviour policy, the teacher may discipline a pupil for**

#### **any misbehaviour when the child is**

- Taking part in any school-organised or Academy-related activity or travelling to or from the Academy.
- Is in Academy uniform, no matter when or where.
- Has been identified by a parent or other adult as attending the Academy and is then involved in poor or antisocial behaviour which is likely to bring the Academy into disrepute.

## **Detention**

### **What the law allows**

Teachers have a legal power to put pupils (on the roll of their Academy) in detention.

In our Academy, we will use call backs and detention both inside Academy hours, as well as outside Academy hours as a strategy to modify unwanted pupil behaviours.

The times outside normal Academy hours when detention can be given (the 'permitted day of detention') include:

1. Any school day where the pupil does not have permission to be absent.
2. Weekends - except the weekend preceding or following the half term break.
3. Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The Headteacher and Executive Headteacher have decided that any member of staff employed by the Academy has the right to issue a detention to a pupil, and the power to ensure that this detention is carried out.

### **Things to consider about detentions**

- Parental consent is not legally required for detentions (although it would be considered to be good practice to have partnership with parents).
- As with any sanction, a member of staff must act reasonably when imposing a detention. 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.
- With lunchtime detentions, staff should ensure that pupils are still able and have a reasonable time to eat, drink and use the toilet. Staff may decide to supervise pupils in detention over the duration of the lunchtime period. This is acceptable as long as the pupil is able to carry out the functions described above.

### **Detentions outside Academy hours**

Academy staff should not issue a detention where they know that doing so would compromise a child and/or adult's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil or member of staff at risk.
- Whether the pupil has known caring responsibilities which mean that without notice the detention would be unreasonable.

- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.
- In considering sanctions, safeguarding the pupil and member of staff is paramount.

## **Power to use reasonable force**

The legal provisions on Academy discipline also provides 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.

Separate advice is available in ‘Use of Reasonable Force – advice for Academy leaders, staff and governing bodies’. See “Useful Links” section at the end of this document.

Academies cannot use force as a punishment, it would always be unlawful to use force as a punishment.

## **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 pupil needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- Reasonable force would generally be used 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.
- Restraint means to hold back physically or to bring a pupil under control. It would typically be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- Academy staff will 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?**

- In England, all members of Academy staff have a legal power to use reasonable force.
- This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on an Academy organised visit.

## **When would reasonable force be used?**

In the Academy, force could be used for two main purposes – to control pupils or to restrain them.

**Reasonable force could be used to prevent pupils from:**

- Hurting themselves or others, from damaging property, or from causing disorder.
- 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 an Academy event, 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/ learning of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves or others through physical outbursts.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. The Academy would never expect its staff to act in such a way which would place them in danger.

**Staff Training**

Some key senior staff have received appropriate training in the use of reasonable force and restraint using the “Team-Teach” methodology (see links at end of document). Where possible, the expectation is that staff will exhaust all behavioural management strategies before they physically intervene. Where and when there is time, the physical interventions should be viewed as a "last resort option".

It needs to be understood that any member of staff may need to use reasonable force or restraint, depending on the circumstances. There is the expectation that any member of staff will always act in line with their “duty of care” to ensure the safety of pupils and staff alike, whilst always having due regard for their own personal safety.

This legislation relates to the Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006, Education Act 2011, Children Act 1989 – revised 2004.

**Reviewed: January 2019**

**Ratified by Executive Headteacher January 2019**

**Date of next review: January 2020**



**Useful links to Department for Education documents used to inform this policy**

**Behaviour and Discipline in schools**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

**Searching, screening and confiscation**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444053/Searching\\_screening\\_confiscation\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf)

**Use of Reasonable Force**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**Team Teach**

<http://www.team-teach.co.uk/>

**Exclusion from maintained schools, Academies and pupil referral units in England**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units)