

# BEHAVIOUR AND DISCIPLINE POLICY

## 2018-2019



## 1 INTRODUCTION

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In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. At ARK Oval Primary Academy we seek to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encourage children to take responsibility for their behaviour.
- Explain unacceptable behaviour.

## 2 ROLES AND RESPONSIBILITIES

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The ARK Schools will establish in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Governors will support the Academy in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

ARK Schools, the Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

***Parents and carers will take responsibility for the behaviour of their child both inside and outside the school.*** They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. We have a number of agencies which

are available to support children and families with behaviour either at home, at school or both.

### 3 PROCEDURES

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The Headteacher, in consultation with staff, will develop the procedures from this policy. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the Academy community has a responsibility towards the whole community in which we live.

### 4 REWARDS AND SANCTIONS

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An academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Emphasis is on praise both informal and formal to individuals and groups. Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### 5 BULLYING (PLEASE ALSO REFER TO THE ANTI-BULLING POLICY)

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Within the curriculum the academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### 6 MONITORING, EVALUATION AND REVIEW

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The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

### 7 EQUALITY IMPACT STATEMENT

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We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

### 8 HOW THE SCHOOL AIMS INFORM THE POLICY

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The whole-school behaviour policy is based on the school aims as follows:

**To create** a positive learning environment that promotes the development of children academically, creatively and socially.

**To empower** children, by encouraging them to develop outstanding behaviour for learning:

- enthusiastic, enquiring minds
- the ability to question and present rational arguments
- an independent, positive and engaged approach to working

**To help** children realise their full potential through the highest quality of learning, teaching and experiences across the whole-school curriculum (intellectual, social, physical, ethical and spiritual).

**To prepare** children for the future, including secondary school and the world of work.. To help children make good use of recreational time. To help children become a valued member of society.

## 9 THE CORE AIMS, PRINCIPLES AND INTENTIONS OF THE POLICY WHICH CONTRIBUTE TO OUR SCHOOL ETHOS

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At ARK Oval Primary Academy:

- We aim to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- We value the constructive and positive contribution that each individual brings to school and each person's role in the school.
- We offer support, encouragement and enthusiasm. We have high expectations of children's work and behaviour and through this teach motivation.

"We" refers to the whole-school of teaching and non-teaching staff, children, parents, governors. Through this we aim to achieve a positive school ethos. These principles and intentions are translated into actions later in this policy document.

## 10 TRAINING

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ARK Schools will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

The Headteacher will ensure that staff are kept up to date with DfE publications and guidance. The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our Inclusion Manager.

## 11 INTERRELATIONSHIP WITH OTHER SCHOOL POLICIES

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In order for the behaviour policy to be effective a clear relationship with other school policies, particularly equalities, special educational needs and anti-bullying has been established.

## 12 PUPIL SUPPORT SYSTEMS

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At Ark Oval Primary Academy we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and/or aggressive in class

In such cases any emotional/behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a group. We may also take the decision to refer to an outside agency for additional emotional support.

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## 13 INVOLVEMENT OF OUTSIDE AGENCIES

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The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

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## 14 MONITORING

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The Headteacher will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied. The head teacher will keep the governing body informed.

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## ARK OVAL PRIMARY ACADEMY BEHAVIOUR POLICY

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### **Approach to behaviour**

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. So we encourage exemplary behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

It is extremely important that parents understand and support the academy's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

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## 15 ARK OVAL PRIMARY ACADEMY PUPIL CODE OF CONDUCT: (SEE APPENDIX A FOR HOME/SCHOOL AGREEMENT)

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**Golden Rules of ARK Oval;**

**WORK HARD,  
BE KIND.**

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**In lessons** - I will do whatever it takes to make sure that I:

- arrive at school by 8:30am (am Nursery/ Reception to year 6)
- wear the correct uniform smartly throughout the day
- enter the classroom calmly, greeting the teacher
- avoid all distractions: putting away anything not required for the lesson
- be an active learner by engaging with the activities set by the teacher
- show respect for my own learning and that of others and being silent when requested
- always complete my homework on time and to an excellent standard
- make sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons
- help a teammate if they are finding the learning difficult

**In the Academy and the local community** - I will do **whatever it takes** to help create a safe academy and local community which respects the rights of others by:

- listening to members of staff and following instructions politely and calmly
- walking in single file, not running or shouting, and maintaining silence in corridors
- going straight to my lessons and holding doors open for others when the corridors are busy
- never damaging school property, defacing the building, dropping litter or spitting
- never insulting, undermining or swearing at anyone
- remembering I am always an ambassador for the academy. Leaving school and making my way home in an orderly, responsible way
- when travelling on public transport, I will respect those around me, speaking to peers, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property
- I understand that there will be consequences if I do not observe the Code of Conduct.

## 16 ARK OVAL PRIMARY ACADEMY INCENTIVES & SANCTIONS

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Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success.

Incentives	Sanctions
Praise	1 red dojo point
Green Dojo	2 red dojo points
Dojo certificates	3 red dojo points
Headteacher's tea party	4 red dojo points = Red Table
Attendance & punctuality	Red table lunchtime detention
Gold Dojo End Of Year Awards	Behaviour Plan - drawn up between school, parents/carers and pupil.
	Internal exclusion
Super Student Certificates	External exclusion

## 17 ATTENDANCE & PUNCTUALITY AWARDS

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Good attendance and punctuality are to be celebrated. The class with the best weekly attendance is given an Attendance trophy at the Celebration of Achievement Assembly. Pupils with 100% half-termly, termly and annual attendance are awarded special certificates and prizes.

It is intended that each child will get a certificate at least once every half term. A record of certificates will be provided by the School Administrators and be maintained by the teachers. The record is to detail date, name and reason for the certificate. The School Administrators will update the system using this information.

## 18 SANCTIONS (SEE APPENDIX B)

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There is a clear set of escalating sanctions for poor behaviour. They range from expressions of disapproval, through to time out, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective.

In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Headteacher and Inclusion Manager.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

## 19 ORDER OF SANCTIONS:

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1. 1 red dojo point
2. 2 red dojo points = Lose 5 minutes of break
3. 3 red dojo points = Lose 10 minutes of break
4. 4 red dojo points = Lunchtime detention.
5. Immediate Red Table lunchtime detention (4 red dojo points) due to severity of behaviour displayed- discussion with SLT member
6. More than 4 red dojos in a day internal exclusion in an alternative class for the next session

## 20 PLAYTIME / LUNCHTIME DETENTION

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Teachers have a legal power to put pupils (aged under 18) in detention.

2 red dojo points will result in the loss of 5 minutes of play time. 3 red dojo points will result in the loss of 10 minutes of play time. Furthermore, pupils who have been issued with 4 red dojo points will be expected to attend a lunchtime detention and/or spend time with a member of the senior management team.

Lunchtime detention will take place during the lunchtime of the day it was issued or the day after it was issued (dependent on the time of day) between 12:00 – 12:45pm (EYFS & Key Stage 1) or 12:30 – 1:15pm and will be supervised by a member of the leadership team.

During detention, the pupil will discuss with the member of the leadership team supervising what happened, what they need to do and how the adults can help. This will be recorded and will be filed as a permanent record. If a child receives 3 or more detentions during a half term, their parents will be

requested to attend a meeting with the Headteacher or member of the Senior leadership team to discuss their child's behaviour.

## 21 UNIFORM SANCTIONS

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Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring a uniform. If this is not possible then pupils will where possible be provided with the uniform they are missing. In some cases the parent or carer will then be expected to collect their child from the school office at the end of the school day to discuss the issue. A date by which the child will be in full uniform will be set.

There may be good reason why a child is not wearing school uniform. In this case, parents and carers should share the reasons with the Headteacher either in person or by letter. The school will always be considerate and discrete in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parent or carer is unable to provide them with the required items of school uniform. In line with our culture of honest conversation with parents or carers, we encourage discussion with the school at the earliest opportunity if there are any difficulties.

There will be the occasions when the school decides that school uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as a part of a fund raising event. Parents and carers will be notified in advance of what is the revised dress code on these days.

## 22 FIXED-TERM EXCLUSION

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Fixed-term exclusion involves being isolated from the school community for a set number of sessions/days. This may mean being in isolation at school, attending another school or being kept at home. Excluded pupils will receive a work pack to complete. The offences listed below may lead to fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.

- Physical violence towards another student
- Derogatory and/or discriminatory verbal violence towards another student
- Verbal violence or abuse towards a member of staff
- Racial/sexual/homophobic harassment
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)
- Graffiti or property damage
- Persistent refusal to follow the Academy rules and expectations

If a pupil commits an offence that calls for fixed-term exclusion (5 days or less), s/he is subject to the following:

- If necessary, the pupil is immediately removed from class and/or school.
- The pupil is entitled to respond to the charges against him or her.
- The Headteacher or his designee addresses the conduct and assigns an appropriate consequence.
- The parent/guardian is notified by the Headteacher or by his designee.
- A parent or guardian will be required to meet with the Headteacher or by his designee regarding the offense prior to a pupil's return to school.
- A behaviour plan will be drawn up

## 23 PERMANENT EXCLUSION

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These offences may lead to a permanent exclusion.

- Carrying an offensive weapon
- Physical violence towards a member of staff
- Arson
- Extortion
- Drug-related activity linked to the supply of drugs
- There will be occasions when violence towards another student or bullying could lead to permanent exclusion
- Persistent refusal to follow the Academy rules and expectations

*Further details of the exclusions process are outlined in the full exclusions policy (which is available on request from the school office).*

*Whilst the list above provides a guide all behaviour will be dealt with on an individual basis and sanctions applied are at the discretion of the headteacher and staff involved.*

## 24 BEHAVIOUR WITHIN THE TOILETS

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### **Aims**

- To maximise the access pupils have to toilet facilities during the day, to promote the health, wellbeing and learning opportunities of all pupils
- To provide good quality toilet facilities throughout the school.

### **Expectations**

- Pupils will only ask to use the toilet when it is essential. No pupil will access the toilet unless necessary.
- Pupils will respect facilities at all times.
- Toilets will be open and available to all pupils throughout the school day.

#### **Access to the toilets during lesson times**

During lesson times it is expected that pupils request permission to leave the class to go to the toilet. It is expected that the classroom teacher monitors how many children at any given time are allowed access to the toilets during lesson time. In order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour, this should be no more than one boy or one girl from the class at any given time.

#### **Access to the toilets during playtimes**

During playtimes, a member of staff will be stationed near the toilets in the playground. Children requesting access to the toilets should do so through the assigned member of staff. In the interest of safety, hygiene and general wellbeing of all children, children should not play in the toilets and will issue with a red dojo if they break this rule.

## 25 ASSEMBLY BEHAVIOUR

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Children are expected to enter and leave assembly silently and wait in silence for the assembly to begin. Children will be moved and will receive a red dojo if they talk during assembly.

## 26 MALICIOUS ALLEGATIONS

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Allegations of abuse will be taken seriously, and a member of the senior leadership team will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. However, if allegations against members of staff are found to be false, it could result in the pupil being excluded.

The governing body should instruct the headteacher to draw on the advice in the Dfe 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they're accused of misusing their powers.

## 27 PUPILS CONDUCT OUTSIDE THE SCHOOL GATES

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

*is reasonable?*

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school

## 28 PHYSICAL INTERVENTION

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Any Physical intervention strategies comply with guidance detailed in **(APPENDIX C)**. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place.

Appendix A – Climate for Learning Aims

Climate for Learning Aims						
Striving for Excellence	Green Dojo	Start of the day	1 Red Dojo	2 Red Dojos	3 Red Dojos	4 Red Dojos
				 playtime	 playtime	
<p><b>OUR VALUES</b></p> <p><b>Be Brave</b></p> <p><b>Be Resilient</b></p> <p><b>Be Honest</b></p> <p><b>Be Respectful</b></p> <p><b>Aim High</b></p>			<ul style="list-style-type: none"> <li>• Talking over the teacher or other children when they are talking</li> <li>• Play fighting</li> <li>• Calling out</li> <li>• Not following instructions</li> <li>• Inappropriate language</li> <li>• Disrespecting property</li> <li>• Not being in the correct place</li> <li>• Not lining up correctly</li> <li>• Wasting time during transitions</li> <li>• Breaking class rules</li> <li>• Fiddling with equipment</li> <li>• Off task behavior</li> <li>• Tantrums</li> <li>• Disrespectful <u>behaviour</u></li> </ul>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Racism</li> <li>• Fighting</li> <li>• Spitting</li> <li>• Bullying</li> <li>• Stealing</li> <li>• Leaving the classroom without permission</li> <li>• Shouting at an adult</li> <li>• Physical attacks (including pushing, kicking , punching)</li> </ul>		

## Appendix B – Commitment to Achieve Agreement

	School	Home	Pupil
<p><b>Teaching and Learning:</b> Pupils deserve the highest possible standard of teaching and support to help them learn.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Place an emphasis on English and mathematics to ensure mastery</li> <li>Provide an enriched curriculum which challenges and motivates</li> <li>Use regular assessment to track pupil progress</li> <li>To ensure early prevention for those children experiencing difficulties</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Take an interest in what their child is learning</li> <li>Support the school's philosophy of high expectations for all</li> <li>Participate, where possible, in class activities and off-site visits</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Come to school ready to learn</li> <li>Work hard in all lessons</li> <li>Complete their homework everyday</li> </ul>
<p><b>Attendance:</b> Pupils have the right to education and parents have a legal responsibility to make sure children attend regularly.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Contact parents on the first day of unknown absence</li> <li>Contact parents of children who regularly arrive late for school</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Make every effort to make sure that their child will attend school every day and on time</li> <li>Inform the school as soon as possible about any absence and the reason for it</li> <li>Wherever possible, avoid taking children on holiday during term time</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Attend school every day and arrive on time</li> </ul>
<p><b>Behaviour and Attitude:</b> Pupils learn best in an orderly environment where everyone knows what is expected of them.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Have a code of behaviour which creates a safe and caring environment for everyone</li> <li>Make sure that all staff, pupils and parents know what behaviour is expected</li> <li>Consistently implement the code of behaviour, sanctions and rewards</li> <li>Encourage staff and pupils to have a positive attitude to learning and caring</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Give praise at home for good behaviour and attitude at school</li> <li>Work with the school to find solutions in cases of unacceptable behaviour</li> <li>Consistently behave in an exemplary fashion when in and around the school</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Keep school and class rules</li> <li>Have a positive attitude to learning and school</li> </ul>
<p><b>Homework:</b> Learning at home has an important part to play in helping pupils to achieve.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Keep parents informed about the homework schedule</li> <li>Provide suitable materials and advice on home based activities and how to help</li> <li>Mark homework promptly and give constructive feedback</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Encourage their child in homework and sign the school diary everyday</li> <li>Encourage their child to read everyday</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Complete all homework set and return it to school on time</li> <li>Read everyday</li> <li>Practice their instrument everyday</li> </ul>
<p><b>Communication:</b> Good communication between home and school is essential to make sure that pupils get the support they need.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Be opening and welcoming at all times and offer opportunities for parents to become involved in school life</li> <li>Make sure that parents have information about their child's progress, behaviour and general school matters</li> <li>Make sure that parents are informed about what their child is learning</li> <li>Arrange for parents to discuss and set targets for their child</li> <li>Make sure they listen to parent's concerns and do their best to help</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Tell school about anything that may affect their child's work or behaviour</li> <li>Attend parent evenings</li> <li>Raise concerns promptly and directly with the school</li> <li>We will do whatever it takes to ensure all monies owed to the academy are paid in full and on time</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Take letters home, notes and reports from school and give them to their parents</li> <li>Talk with parents and teachers about any worries in school</li> </ul>
<p><b>Preparedness:</b> Being prepared for learning is essential to learning and is a valuable life skill</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Ensure that our teachers plan all lessons they teach</li> <li>Have the material and resources available for rich learning to take place</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Make sure their child wears the correct uniform everyday</li> <li>Make sure their child comes to school with the necessary equipment and books</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Wear the correct uniform everyday</li> <li>Come to school with the correct equipment and books</li> </ul>

## Appendix C – Use of Force

At Ark Oval Primary Academy, we work to the framework of national government guidance *Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2012*. This guidance is the framework for current LA policy development and links to their communication to all schools

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes – to **control** pupils and to **positively handle** them.

**Control** can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **positive handling** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of positive handling techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.
- to prevent a pupil behaving in a way that may cause harm to themselves or others

The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

However, because the use of force should only be a last resort, at Ark Oval we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that reasonable force is more likely to be necessary to restrain a particular pupil, such as a pupil who's SEN and/or disability is associated with extreme behaviour.

A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident.

This is to ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives.)

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Use force **WILL NEVER** be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal.