



Behaviour, Rewards, Discipline and Exclusion Policy

This policy applies to all sections of RGS Prep, including EYFS. Our intention is to fulfil our school's aims and objectives.

1. Aims

This document sets out the policy on:

- Promoting good behaviour amongst pupils
- Rewards for good behaviour and work
- Sanctions for poor behaviour and work including exclusions

It is a primary aim of our school to ensure the wellbeing of every member of the school community and that they feel happy, safe, secure, valued and respected. We are a caring, 'Values' based community and we expect every member of the school community to behave in a considerate way towards others. Our aim is for all pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and develop tolerance and understanding towards each other. This policy is therefore designed to support how we live and work together in an effective, and considerate way.

At RGS Prep we wish to promote positive behaviour and strong relationships throughout our community and beyond. Such behaviour enables the orderly running of the school and promotes academic, personal and social development. The policy is intended to promote the welfare of all pupils and to protect them from discrimination and harassment (whether this is based on race, gender, disability, sexual orientation, nationality, religion or other factors).

To achieve this, we promote:

- respect and consideration for others (pupils, staff and the wider community)
- the right to live and learn in an ordered and ethical community
- care for the environment
- the welfare of all people in our community
- good manners and a high standard of appearance

- self-discipline and an appropriate regard for authority

The School Rules and Pupil Charter (see Appendix 1) fulfil our duty of care to all pupils and help pupils regulate by determining the boundary between acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied. We are aware of and will take into consideration issues related to protected characteristics (age, disability, race, religion, sex and sexual orientation), and their impact on the individual needs of pupils when considering any disciplinary issue by fulfilling our legal duties under the Equality Act 2010. Members of staff are expected to set a positive example to pupils and to establish an appropriate tone with regard, for example, to courtesy, dress, punctuality and personal conduct. RGS Prep seeks to prevent bullying and measures are set out in our Anti-Bullying Policy

We treat all pupils fairly and apply this policy in a consistent way. This policy is applicable to all pupils including those in the EYFS.

2. Expectations and Rewards

Expectations

The expectations of pupils are summarised in the general principle which is as follows:

Pupils should value, respect and treat all others fairly and well, showing consideration for the safety and wellbeing of themselves and others at all times.

Pupils are encouraged to achieve this by following the guidelines below:

1. Treat others with respect, the way you would like to be treated in person as well as online.
2. Work to be your best self and don't waste your own or others' time
3. Forgive others
4. Listen to each other without interruption, but say what you think
5. Be truthful and honest, but make any criticism constructive
6. Celebrate your achievements, but don't be arrogant
7. Be patient, kind and caring
8. Be helpful, polite and well mannered
9. Respect and don't waste resources - yours, others' and your surrounding's
10. Take pride in your appearance and that of your surroundings

We simplify this in the Pre-Prep Department by using the following "Golden Rules":
The school Rules for the Prep Department are shown in Appendix 1 and the Golden Rules for the Pre-Prep Department are shown below:

GOLDEN RULES

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or other's time

We look after property

We don't waste or damage things

Staff communicate this code by modelling the expected conduct.

Rewards

Recognition of good behaviour is very important. Staff will look for opportunities to praise individuals and groups for good behaviour and acts of kindness which are a positive contribution to school life. We live by our school Values. Staff will use staff meetings, emails, Learning Habits Stamps, Commendations and credits when there is something good to report. We are trialling the use of Class Dojo to help make this even clearer for staff and pupils alike. Different classes and departments may use their own systems of informal rewards and incentives. Pupil work is displayed around the school in order to give recognition. Pupils are encouraged to support each other at events such as the dance show and music recitals, which are promoted school wide, where pupils are performing to a high level so that other members of the community can be seen to value pupils' efforts and performances. House meetings and assemblies provide occasions for reinforcement and celebration of positive conduct. Positive behaviour is recognised in different ways that are age-appropriate in the 3 stages of the school:

1. EYFS (Nursery and Shell)

Young children need encouragement, praise and acceptance to feel secure and eager to learn, as well as knowing where the boundaries lie between acceptable and unacceptable behaviour. Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. We support children's emotional well-being to help them to know themselves and what they can do. We use circle time and everyday situations to teach and reinforce the Golden Rules (copy attached). Stickers and badges are often used to reward the pupils. The EYFS pupils love collecting credits towards their 'Lanesborough Rose' badge.

2. Pre-Prep (Shell - Year 2)

To encourage positive behaviour, we follow the Golden Rule principles, which the pupils are made aware of in class and in assemblies. Pupils gain Golden Time incrementally for positive behaviour across the week. We also have the House system, which encourages the pupils to develop a sense of belonging and working together. Credits are awarded towards our 'Order of the RGS Prep Rose'. The pupils are awarded credits for the five Learning Habits (Appendix 3) and for demonstrating our Values. (Appendix 2) For every 30 credits, the pupil receives a certificate or badge in assembly. At the end of the Year the House with the most credits is awarded the House Shield, which is then engraved with the date and name of the winning house. We appoint Year 2 House Captains each term and give them responsibilities around the school.

'Special Mention' certificates are awarded weekly and Commendations are given termly for outstanding work or behaviour. Recipients are given these awards in assembly in front of the whole school.

Other medals, cups or certificates the pupils may receive outside school may also be celebrated in assembly, where their success is congratulated.

3. Prep (Years 3-6)

Positive behaviour and work is recognised by a system of praise, credits, Learning Habit Stamps and Commendations (for effort, achievement, good behaviour and the five Learning Habits).

All teachers will give immediate feedback through praise given within the classroom and positive comments written at the end of a piece of work.

Credits may be given for effort, achievement or, for instance, a particularly impressive piece of good work, behaviour, manners etc. Credits are marked up by staff on a central database and the House totals are announced by the Head Boy in assembly fortnightly.

Pupils can be given stamps in class and around school if they show the Learning Habits below:-

Reflection/Accuracy (Pre-Prep)

I review my learning and experiences in order to progress

Risk taking

I am willing to take on challenges with courage and responsibility

Perseverance/Persisting

I keep trying when faced with challenges

Engagement/Listening (Pre-Prep)

I listen actively and respond positively

Independence

I use my initiative to develop my own learning.

Pupils are awarded The Order of the Lanesborough Rose badge when they have a commendation of each Learning Habit (5 stamps are needed), and an effort, achievement and behaviour commendation so that this reflects the whole of a child's learning/journey. Once pupils have achieved their first badge, their stamps are carried over until they can achieve bronze, silver, gold and eventually platinum badges during their time in the Prep department. A record on a central excel document is kept at the end of each year by the form teacher of each pupil's stamps; pupils write their total in the planners at the beginning of the academic year.

3. Discipline and sanctions

High standards of pupil behaviour are encouraged at RGS Prep through our Values, House meetings, Form times and PSHCE. These messages are reinforced in assemblies. The Sports Department also proactively support and promote positive behaviour, including targeted programmes such as 'Appropriate aggression in sport'. Pupil behaviour at RGS Prep is regulated by all staff and responses shall be proportionate and timely. In the first instance staff must deal with any unacceptable behaviour by challenging the pupil concerned. This conversation is essential to the effective regulation of any behaviour that RGS Prep deems unacceptable. In many cases a verbal warning from the member of staff will suffice.

Discipline

The purpose of discipline is to ensure conditions in which staff and pupils are able to pursue their roles – educating and learning – most effectively and to enable individual pupils to develop that measure of self-discipline which is a necessary part of a happy, successful life. It concerns all that pertains to good order and reasonable conduct in school, and covers amongst other things:

- Punctuality
- Dress (cleanliness, tidiness and correctness according to school Uniform list)
- Regularity and neatness of work
- Good behaviour
- Respect for staff – obedience to reasonable commands
- Understand polite protocols when online
- State of desks and classrooms, toilets & playground
- System of rewards and sanctions
- Entry and exit from school
- Movement around school.

Whilst the Governors do not anticipate the sort of behaviour from pupils that may require physical intervention, there is a policy on the use of force to control or restrain pupils (to be found in Appendix 5 below).

Sanctions

The purpose of sanctions is to demonstrate that certain behaviours are not acceptable; to express the disapproval of our community; to reinforce the difference between right and wrong; to deter other pupils from similar behaviour. It is hoped that pupils who have received a school sanction will be genuinely sorry for their behaviour and ensure that there is no repetition. Any punishment will be proportionate to the age and behaviour and with due consideration of the pupil's previous record.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Staff should seek advice from the Deputy Head if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability. Where exclusion needs to be considered, the school will ensure that a pupil with a disability or special education needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

The system of sanctions exists as a system of consequences for undisciplined behaviour. Corporal punishment is never used or threatened at RGS Prep; circumstances where “physical intervention” is allowable are outlined in Appendix 5. In determining whether a punishment is reasonable, the Equality Act 2010 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, race, any special educational needs or disability they may have, and any religious requirements affecting them.

Sanctions are implemented in different ways that are age-appropriate in the 3 stages of the school:

1. Pre-Prep EYFS (Nursery and Shell)

Parents are made aware of our rationale of boundaries and expectations in order to maintain a joint approach.

We are always alert to injustices and let pupils see that they are addressed and resolved. We try to ensure they have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. Some children go through stages in their development, where they exhibit behaviour that others find unacceptable. Biting, for example is an unpleasant form of behaviour that is sometimes prevalent in young children. To help understand what is right or wrong, EYFS staff follow a consistent policy for all unacceptable behaviour. A member of staff will follow a ‘who’, ‘what’, ‘when’ and ‘where’, method to pinpoint the problem. The protagonist is separated from the situation for a short period of time. The injured child is comforted, and first aid is administered if necessary. Both sets of parents are informed, and strategies are explored to find ways of reinforcing appropriate behaviour. Children are involved in identifying issues and finding solutions.

2. Pre-Prep (KS1) and Prep (KS2)

There are number of sanctions procedures: -

Levels of behaviour	Sanction and follow up	Notes
<p>“Behavioural Concern” (Stage 1)</p> <ul style="list-style-type: none"> To be dealt with by the teacher 	Guidance from teacher.	
<p>“Warning (Stage 2) – to be dealt with by the teacher</p>	Guidance from teacher.	The pupil must be informed by the teacher that this is a repeat offence and is therefore a Warning.
<p>“Warning” (Stage 3) - to be dealt with by the teacher and/or form tutor. To be put on CPOMS</p>	Warning and guidance from form tutor. Where there has been a pattern of poor behaviour, this guidance may involve the form	The pupil must be informed that a second Warning has been given. 2 Warnings for the same incident in a week will result in a Yellow Reflection

	teacher and the use of a behaviour card.	
Yellow Reflection (Stage 4) – to be dealt with by the Deputy Head	Breaktime/Lunchtime behaviour detention and guidance from tutor. Where there has been a pattern of poor behaviour, this guidance may involve the use of a behaviour card.	If a pupil only receives <u>one</u> yellow reflection in a half term, then it is “wiped” for the next half term.
Red Reflection (Stage 5) – to be dealt with by the Head	Red Reflection and guidance from the Deputy Head. This guidance may involve a meeting with parents.	Parents should be informed by the Deputy Head that a detention has been given. Pupils should report to the Head at 4pm on Friday and the detention will finish at 4:45pm, with pick up at the Cranley Road gates. This takes priority over other commitments.
Internal Suspension (Stage 6) - to be dealt with by the Head	Internal Suspension and a meeting with parents and the Head.	Pupils attend lessons as normal, but spend break, lunchtimes and activities doing additional academic work in the meeting room. The suspension will be for a fixed period depending upon the severity of the incident. During this time the pupil will not be able to represent the school or go on any school trips.
External Suspension (Stage 7) – to be dealt with by the Head	This is covered below	

There are also the following work-related sanctions:-

1. Academic school detention
2. Report card

These are implemented as follows:

1. Report card

A report card can be given for sustained behavioural or academic issues. It will be discussed with parents and will involve teachers signing and commenting on the pupil's behaviour or work after each lesson.

Malicious allegations by pupils towards staff

The school take allegations against its staff seriously. However, if accusations are false this will be a very serious offence and will be dealt with in accordance with our Sanctions Procedures.

Exclusion

The Head may temporarily exclude any boy from school or may require the permanent removal of any boy:

- for a major breach of the school Rules;
- for exercising a harmful influence in any way;
- for failing to make proper use of the teaching provided at the school, including where this failure is to the detriment of other members of the school;
- for any other good or necessary reason.

In the event of temporary exclusion of a pupil at RGS Prep, the parents of the excluded pupil can expect the following:

- A letter from the Head providing details of the temporary exclusion and an explanation of the temporary exclusion procedure (see Appendix 4)
- The letter will clearly state the following:
 - the reasons for the temporary exclusion
 - the length of the exclusion;
 - the date on which the excluded pupil is permitted to return to school.
 - The Form Teacher who will organise for work to be sent home as soon as possible. Work will continue to be sent home throughout the duration of the exclusion.

Any pupil who has been temporarily excluded will be required to attend an interview with the Head on his return to school. Whilst a formal Governors' appeal is not part of the temporary exclusion procedure, parents do have the opportunity to write to the Chairman of the Governors. Should permanent exclusion occur the Governors have laid down procedures which include a mechanism for review.

4. Partnership with parents

It is RGS Prep's Policy to work closely with parents ensuring coherent provision and support for the pupils. Alongside teachers, Parents are a crucial part of the school community and the personal, social and emotional development of the pupils will be achieved more effectively when the school and parents work in partnership. We encourage parents to be involved in the school and we enable them to make regular contact with the teachers through:

- Informal chats at pick-up time
- Regular parents' evenings
- Annual year group familiarisation meetings when parents can meet and chat to their sons form teacher
- Social events e.g. LPA events, musical and drama performances

- Sports events
- Parental access to staff via letter, email or telephone

Parents are invited to contact the school if they have any concerns or worries relating to their son's progress in the area of personal, social and emotional development. Should it be appropriate, the school will contact parents and work with them to plan support for their son's development.

5. Communication

The school policy on behaviour, expectations and discipline is communicated to all in the school community in the most appropriate way, as follows:

Pupils: expectations for behaviour are set out in the School Rules & Pupil Charter with a simple to understand general principle which is consistent across all age groups. A separate set of School Rules however exists for the different age groups which are based on different sites, one set of Golden Rules for the Pre-Prep Department and one set of Rules for the Prep Department. The Rules may be separate but contain the same principles. School Rules and expectations are discussed at the beginning of every school year. Behaviour is discussed and reinforced by teachers throughout the school day and at form times.

Staff: Expectations are communicated to all new staff as part of the induction programme. All staff have access to the Staff Handbook which sets out the expectations and systems for discipline. This policy is available to all staff as part of the "Notes for Staff" folder.

Parents: A copy of this policy is available to parents on request.

6. Monitoring and evaluation of this policy

The school keeps its policy and procedures under review and will amend or change them in the light of reflection or any feedback through ongoing monitoring and evaluation.

Monitoring and evaluation is undertaken through ongoing observations of groups and individuals by staff, through analysis of the use of credits and deterrents, Golden Time misdemeanours and through feedback from parents and other members of the local community.

All staff are kept informed of incidents of poor and good behaviour by email, staff meeting and through our school-based systems (Class Dojo, SchoolBase and CPOMS).

This policy is reviewed annually in the light of feedback, discussion, monitoring and evaluation.

Please also refer to the school's Positive Touch policy

Reviewed September 2024 by Deputy Head AM
Next review September 2025

Appendix 1

RGS Prep Pupil Charter



The RGS Prep Pupil Charter was written by our student council based on how we want to treat each other.

<p>Kindness</p> <p>We are kind and helpful to everyone</p> 	<p>Listening</p> <p>We listen politely to others and wait our turn to speak</p> 
<p>Sharing</p> <p>We share our equipment and make sure everyone has a turn</p> 	<p>Encouragement</p> <p>We encourage others, even if they are not in our House!</p> 
<p>Voices</p> <p>We use our voices appropriately</p> 	<p>Thoughtful</p> <p>We think about how our actions and words make others feel</p> 
<p>Environment</p> <p>We look after our environment</p> 	<p>Respect</p> <p>We show respect and think about how we talk to others</p> 
<p>Open-Minded</p> <p>We are brave and always have a go, even if we find it hard</p> 	<p>Honesty</p> <p>We always tell the truth</p> 

GENERAL PRINCIPLE

Pupils should value, respect and treat all others fairly and well, showing consideration for the safety and welfare of themselves and others at all times.

The following rules are based on this principle:

Conduct:

- In Pre-Prep, we look to always follow the Golden Rules. In Prep, we use the Pupil Charter to help guide how we interact with others and our environment
- Inside the school building, we always walk quietly and calmly
- On the playground, when the bell rings we immediately stand still until further direction by the teacher on duty

Dress:

- We are proud of our uniform! You should arrive and depart from school tidily and in correct school uniform
- In the Prep department, you should wear your blazer around school, unless given permission by a member of staff
- If you are unable to wear any part of your uniform, please get your parent to send a note to the Form teacher
- Hair should be its natural colour and of an appropriate cut and style. If you choose to have it longer, please bring hairbands with which to tie it up
- Jewellery of any kind, other than a watch, is not permitted
- Things do go missing at school! All clothing and personal property, including watches, should be clearly marked with the owner's name
- Games kit should be taken home and not left at school. This gives you a chance to wash your kit, especially after a muddy sports match

General

- Please do not bring any of the following into school: food (other than healthy snacks for break), electronic equipment (smart watches, games, portable devices), spirit or solvent based products, any items of particular value
- There should be no swapping, buying or selling of any items.
- Listen to the staff member and follow their instructions
- We respect other pupil's trays, desks, lockers, pockets and bags. We look after other people's property
- If you are going to miss any lessons or activities, if possible, please inform the member of staff concerned beforehand
- If you miss morning or afternoon registration, you should go to the School Office as soon as possible afterwards
- Smart watches or mobile phones are not allowed, unless permission has been agreed by the Head. Any agreed phones should then be left in the School Office.

Appendix 2

RGS Prep Values

- Collaboration
- Courage
- Inclusivity
- Integrity
- Respect
- Scholarship

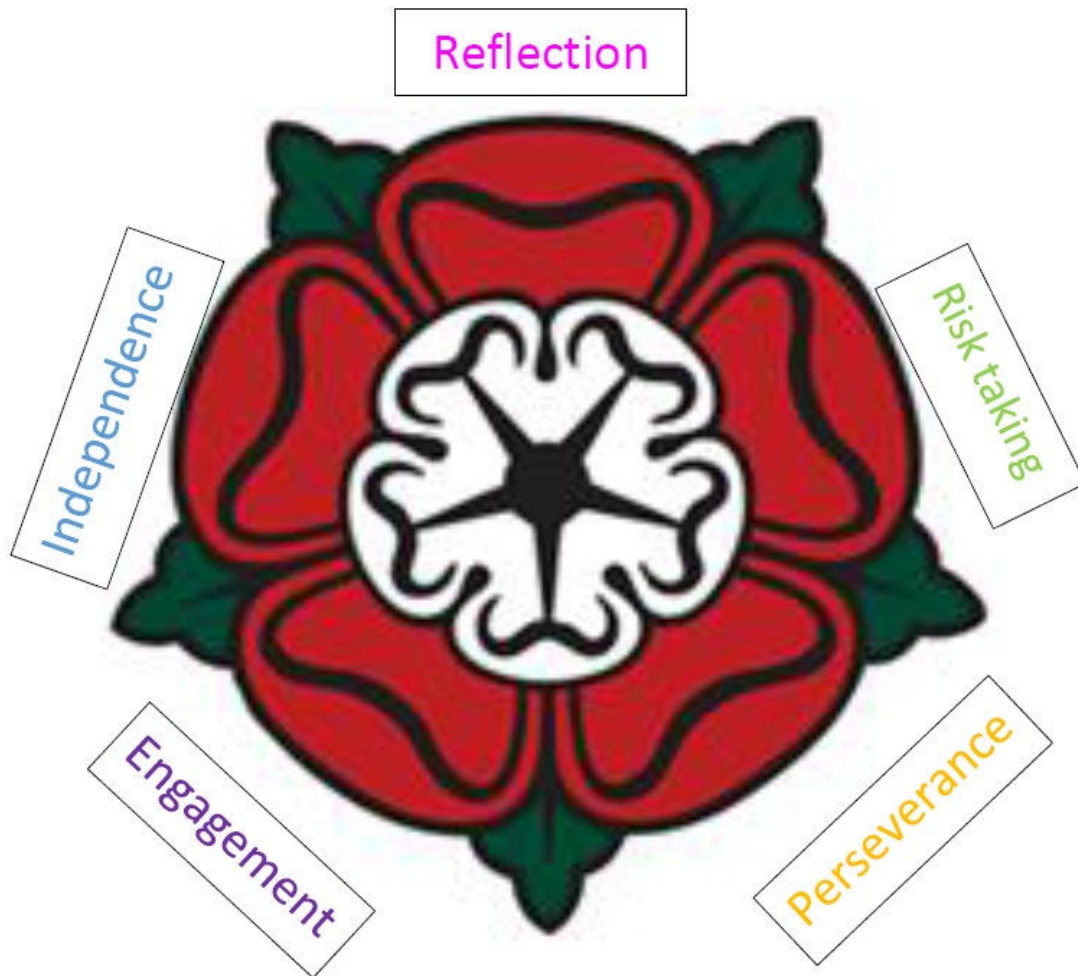


HOUSE	COMPETITION			
LANCASTER	8	9	9	2
TUDOR	9	8	7	7
WINDSOR	8	5	9	7
YORK	8	9	2	2



Appendix 3

The Order of the Lanesborough Rose- Learning Habits



Appendix 4

Temporary Exclusion Procedure

While RGS Prep recognises that temporary exclusion can be an unpleasant experience for the pupil and parents concerned it, nevertheless, also recognises the importance of such a measure in upholding discipline within the School. Temporary exclusion is only used, however, where there has been a major breach of School rules and only after serious consideration by the Head and his senior staff.

When a temporary exclusion is being considered the School will endeavour to contact the parents as soon as possible. Whilst the matter is being investigated the parents will be asked to collect the pupil concerned from School as soon as possible or will, at the very least, be required to give permission for the pupil to make his own way home. A meeting will be convened at the earliest opportunity in order for the parents to be apprised of the circumstances of the incident.

In the event of temporary exclusion of a pupil at RGS Prep, the parents of the excluded pupil can expect the following:

- A letter from the Head or a senior member of staff providing details of the temporary exclusion.
- The letter will clearly state the following:
 - the reasons for the temporary exclusion;
 - the length of the exclusion;
 - the date on which the excluded pupil is permitted to return to school.
 - the conditions attached to the temporary exclusion.
- The Form teacher who will organise for work to be sent home as soon as possible. Work will continue to be sent home throughout the duration of the exclusion.

A formal Governors' appeal is not part of the temporary exclusions procedure but parents do have the opportunity to write to the Chairman of the Governors should they feel this to be appropriate.

This is an internal school document and intended as a guide to the temporary exclusions procedure only. Whilst the school will endeavour to follow the procedure as closely as possible, there may be occasions when a more flexible approach to a temporary exclusion is the appropriate course of action.

Should permanent exclusion occur, the Governors have laid down procedures which include a mechanism for review.

Appendix 5

POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. Introduction

- 1.1 DfES Circular 10/98 set out the provisions of the law regarding the use of force to control or restrain pupils. It recommends the creation of school policy on the subject so that members of staff who may have to intervene physically with pupils may understand the options and strategies open to them.
- 1.2 These guidelines have been superseded in some respects by Clause 93 of the Education and Inspections Act 2006 that gives those members of staff at school, and those members of staff exercising lawful control over pupils during authorised school events away from school, the power to use reasonable force to prevent a pupil from doing (or continuing to do) any of the following, namely—
 - 1.2.1 committing any offence
 - 1.2.2 causing personal injury to, or damage to the property of, any person (including the pupil him/herself), or
 - 1.2.3 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.
- 1.3 While the Governors do not anticipate the sort of behaviour from pupils that may require physical intervention, it is important nonetheless that staff should be aware of the appropriate action they should take if such circumstances arise.

2. Aggression in the Classroom

- 2.1 Facing aggression is an occupational hazard for teachers whether in the form of physical attacks on themselves or on class-mates. When an incident flares up it is the worst moment for a teacher to try and remember what s/he is allowed to do to calm it down. Forewarned is forearmed, and this policy aims to provide the tools needed to deal confidently with a classroom confrontation.
- 2.2 It is also important to know what to do after an incident: where to go for advice, how to cope with the emotional and practical aftermath and how to protect your interests if a parent or pupil complains.

3. The Law

- 3.1 You are entitled to touch a pupil in certain circumstances and to use reasonable force to restrain or control a pupil. The incident must happen at school or, if it happens elsewhere, it must be during an authorised school activity such as swimming lessons or a trip to a museum, for example.
- 3.2 You may not use force to punish a pupil: corporal punishment is illegal.

3.3 You may need to use force if a pupil

3.3.1 Attacks a member of staff or another pupil

3.3.2 Is fighting with another pupil

3.3.3 Is damaging, or is about to damage, property

3.3.4 Is causing, or is at risk of causing, injury or damage by rough play, or by misuse of dangerous materials

3.3.5 Is running in a corridor or on stairs and might cause an accident that could injure himself or other pupils

3.3.6 Tries to leave school and could be at risk if he leaves

3.3.7 Persistently refuses to obey an order to leave a classroom

3.3.8 Is seriously disrupting a lesson

4. Reasonable Force

4.1 The amount of force that is reasonable depends on the situation. It is necessary to take a common sense approach bearing in mind the following four points.

4.1.1 Only use force when you have tried to calm things down by talking

4.1.2 Use force only in proportion to the situation and its likely consequences – a vicious fight, involving weapons, where you or another pupil could be badly injured, would justify strong force to control it. A disruptive pupil who refuses to leave class may warrant a touch on the back to propel him or her from the room.

4.1.3 Use the minimum amount of force needed to restore order

4.1.4 The degree of force you use should reflect the age, understanding and sex of the pupil involved – so you would need more force to retrain a strong older boy than to control a young girl.

5. Types of Force

5.1 You may need to use the following types of force

5.1.1 coming physically between pupils

5.1.2 blocking a pupil's path

5.1.3 holding, pushing or pulling

- 5.1.4 leading a pupil by the hand or arm
- 5.1.5 shepherding a pupil away by placing a hand in the centre of the back
- 5.2 In extreme circumstances you may need to use a more restrictive hold – for example to prevent a young pupil running off a pavement into a busy road or to prevent a pupil hitting someone or throwing something. Ask yourself: is this reasonably required to stop someone being hurt, or something being destroyed? Is it impossible to deal with the situation by words alone?
- 5.3 You should never
 - 5.3.1 Hold a pupil around the neck, or by the collar, or in any way that might restrict the ability to breathe
 - 5.3.2 Slap punch or kick
 - 5.3.3 Twist or force limbs against a joint
 - 5.3.4 Trip a pupil up
 - 5.3.5 Hold or pull by the hair or ear
 - 5.3.6 Hold a pupil face down on the ground
- 5.4 You should never touch a pupil in a way that might appear indecent, no matter how blameless you know the touching to be.
- 5.5 Force is least likely to be appropriate in a minor incident or where the threat is to maintaining order and there is no risk to people or property. Think carefully about the consequences of physical intervention – it might risk increased disruption or even provoke violence.

6. Non Teaching Staff

- 6.1 Any member of the school staff may use reasonable force to restrain a pupil on the school premises and if they have taken responsibility for pupils in an authorised event away from school and in the circumstances described above. This can include classroom assistants, specialist support assistants, caretakers and maintenance staff.
- 6.2 Volunteers and helpers, contract catering staff and governors (who are not staff) do not have the protection of the 2006 legislation whether at school or elsewhere and if force were needed, would have to rely on common law rights as explained in the 1998 DfES guidance but which amount to the same powers.

7. Self Defence and Emergencies

- 7.1 In an emergency, you need not apply the above guideline. The purpose of the reasonable force rule is to make it clear that teachers are allowed to intervene physically in other, less extreme, situations.

- 7.2 Everyone has the right to do what is necessary to defend him or herself against an attack provided they do not use a disproportionate degree of force to do so.
- 7.3 In an emergency, if a pupil might be injured or injure someone else, any member of staff can intervene – even if not authorised by the Head to use force.

8. **Dealing with an Incident**

- 8.1 Tell the pupil who is mis-behaving to stop
- 8.2 If you have to use force to control the pupil, continue to speak to the pupil throughout, make it clear that physical contact or restraint will stop as soon as it is no longer necessary. Approach the incident calmly, and – no matter how you feel – do not give the impression that you are frustrated or have lost your temper.
- 8.3 With an older or stronger pupil, or one who is likely to injure you, you may need to call for help. If this is the case, you should make sure that other pupils who may be at risk are removed from the scene – then call for help from colleagues.
- 8.4 Tell the pupils that you have sent for help. Until help arrives continue to talk to the pupils to calm the situation and prevent it from escalating.

9. **Following the Incident**

First, deal with any injury to pupils or yourself. If necessary, administer first aid and get help from colleagues, the school nurse or a doctor. As soon as you can, tell a senior member of staff what has happened.

- 9.1 If you are injured or feel very upset, tell a senior staff member and take sick leave. Go to see a doctor as soon as possible – for treatment and for a written record of your injuries.
- 9.2 If the incident was serious, approach your union or professional association for advice as soon as you can. This will protect your interests in case of a complaint or legal proceedings. The more information and support you can get, the better.
- 9.3 Make a note of what happened as soon as possible after the incident. The Head or Deputy Head will want to talk to you about it and will ask you for a written report. Making a record now will aid your memory later.
- 9.4 As soon as you can after the incident prepare a report which includes
 - 9.4.1 The names of all pupils, witnesses and adults involved
 - 9.4.2 the time and place of the incident
 - 9.4.3 the reason for force being used
 - 9.4.4 how the incident began and progressed: the pupil's behaviour, what was said by each of the parties, steps taken to defuse the situation, degree of force used, how it was applied and for how long
 - 9.4.5 the pupil's response and outcome of the incident
 - 9.4.6 details of any injury suffered by pupils or staff and of any damage to property.

- 9.5 Retain a copy of the report for your information and use later.
- 9.6 The Head will inform parents of any pupils involved about what has happened the same day or as soon as reasonably practicable.
- 9.7 The Head will monitor the effects of the incident on you and on the pupils involved. If you feel you need special help, ask your line manager if this can be provided.
- 9.8 The Head will ensure that a full written report is created as soon as possible on all incidents where force or restraint has been used (unless they are trivial). The written record will prevent the incident from being misrepresented and will protect staff interests in the event of a formal complaint. The report will include signed witness statements from all staff and, where practical, from pupils involved.

10 Further Action

- 10.1 In certain circumstances, and depending on the outcome from the investigation and report, the Head may decide that disciplinary action should be taken, If this is the case, it will follow the school’s normal disciplinary procedures.
- 10.2 If it appears that a criminal offence may have been committed, the police will be advised.
- 10.3 If there is an allegation of physical or sexual abuse, the Head or the police may refer the matter to social services for investigation under child protection procedures.
- 10.4 A pupil, parent or member of staff involved in the incident may take civil action for damages.

Reasonable Force Risk Assessment

For where positive handling may occur

Name of Student:	DoB:	Class:
Identification of Risk Describe the foreseeable risks: activities/situations and where the risk is likely to occur?	Assessment of Risk How likely is the risk: High, Medium, Low Is the risk – Potential or Occurring?	Management of Risk & Reduction Options Actions to be taken to minimise the level of risk

	Who is likely to be hurt and level of injury?	
Any immediate actions to be taken and by whom and when?		
Signed:	Role:	Date:
Copies to:		