

# Waverton Primary School Behaviour Policy and Procedures



## 1. Policy statement

Waverton Primary School is committed to creating an environment where exemplary behaviour is at the heart of effective learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. At Waverton we commit to employing a trauma informed approach to all interactions, recognising the physical, social and emotional impact of trauma on an individual. Our behaviour policy guides staff to teach self-discipline not blind compliance. It encompasses our core values of:

**respect, co-operation, kindness, listening, tolerance, courage, peace, trust, responsibility, appreciation**

; with a heavy emphasis on respectful behaviour, a partnership approach to managing conduct and interventions that support staff and children.

“Getting the culture right is pivotal. With the right culture, the strategies that are used become less important. The culture is set by the way that the adults behave.”

***Paul Dix. When the Adults Change, Everything Changes.***

## 2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure all children are treated fairly, shown respect and good relationships are promoted.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To support “ The Waverton WaY”
- 3. Purpose of the policy
- To provide simple, practical procedures for staff and children that:
  - Recognise and positively reinforce behavioural expectations
  - Promote self-esteem and self-discipline
  - Teach appropriate behaviour through positive interventions

### **3. Legal framework**

- This policy has due regard to all relevant legislation and statutory guidance including, but not
- limited to, the following:
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and
- colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in
- England. Statutory guidance for those with legal responsibilities in relation to exclusion'
- DfE (2020) 'Changes to the school exclusion process during the coronavirus (COVID19)
- outbreak'
- Voyeurism (Offences) Act 2019
- This policy operates in conjunction with the following school policies
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Complaints Procedures
- Equality Policy

### **4. Roles and responsibilities**

#### **a. Governing body responsibilities:**

- Monitoring and implementing this Behaviour Policy and the behaviour procedures at the
- school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but
- not limited to, age, disability, gender reassignment, race, religion or belief, sex and sexual
- orientation.
- Supporting the Head Teacher in carrying out this policy.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures

**b. Headteacher responsibilities:**

- Establishing the standard of behaviour expected by pupils at the school
- Managing the day-to-day implementation of this policy.
- Publishing this policy and making it available to all stakeholders
- Reporting to the governing board on the implementation of this Behavioural Policy.
- Ensuring that this policy, as implemented, does not discriminate on any grounds,
  - including, but not limited to, age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

**c. SENCO responsibilities:**

- Collaborating with the governing body, headteacher and colleagues, as part of the Senior Leadership Team (SLT), to determine the strategic development of the behaviour policy and provisions in the school.
- Supporting class teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with key stakeholders including relevant outside agencies.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist Child and Adult Mental Health Services (CAMHS), to receive additional support and guidance where required.
- Overseeing Continuing Professional Development (CPD) to support staff in meeting the needs of the pupils in school.

**d. Pupils' responsibilities:**

- Work to the best of their abilities and allow others to do the same.
- Follow the behaviour expectations of the school, following the CARE school values.
- Tell the truth when incidents do occur.
- Reporting any unacceptable behaviour to a member of staff.

#### **e. Parents' responsibilities:**

- Supporting the behaviour of their children outside of school.
- Modelling appropriate behaviour to their children.
- Supporting school staff in implementing the behaviour policy.
- Sharing information (education, welfare and behaviour) that will help their children at school.
- Take an interest in all that their children do in school and attend parents' evenings.
- Carrying out tasks, as agreed during the formulation and implementation of individual Behaviour Plans for pupils.
- Contacting their class teacher if they have any concerns. Parents should follow the guidance in the Complaints Policy if they feel their concerns are not being addressed.

#### **f. Staff responsibilities:**

- Use agreed school procedures and professional judgements to ensure a consistent approach to promoting positive behaviours – *including "The Waverton Way"*.
- Seek to establish positive professional relationships when supporting pupils.
- Use praise for conduct that is over and above, promoting self-esteem and self-discipline.
- Make emotional acceleration difficult, using strategies to reduce escalations of unwanted behaviours.
- Display consistent models of emotional control.
- Reprimand in private where possible.
- Consider whether the misbehaviour indicates that a child is suffering from, or is likely to suffer, significant harm, or is as a result of unmet educational or other needs. Liaise with relevant staff to consider a multi agency assessment where necessary.
- Promote a supportive and high-quality learning environment.
- Model high levels of behaviour.
- Meet and greet at the door or on the playground
- Give pupils 'take up time' when going through the steps.
- Engage in reflective dialogue with children.
- Never walk past children who are not making positive behaviour choices.
- Use a TIP (Trauma Informed Practice) approach, recognising the physical, social and emotional impact of trauma on an individual: Recognise, Respond, Avoid re-traumatisation, Build resilience. Further information:
- <https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model/>

- Ensuring that this policy, as implemented, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.
- Use Arbor information management system to record incidents of behaviour that have caused concern

### **Senior Leaders**

- Senior leaders do not deal with behaviour referrals in isolation. They work alongside colleagues to support, guide, model and show a unified consistency to the children. Children are held responsible for their behaviour. Staff deal with behaviour without delegating.

### **Senior Leaders will:**

- Meet and greet children at the beginning of the day, taking the time to welcome children.
- Be a visible presence around the school site and especially at transition times.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing children with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who fall beyond the range of written policies.

## **5. Rewarding behaviours**

We recognise and reward children who go 'over and above' our standards alongside efforts towards making good choices. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public award. The use of valued praise in developing a positive atmosphere in the classroom isn't underestimated. It is seen as the key to developing positive relationships, including positive relationships with those children who are hardest to reach.

### **Rewards include:**

- Recognition board in each class-
- green –all children
- gold- above and beyond
- Choose a class target, once all children achieve it 10 times the whole class choose a reward
- Certificate home
- House points
- Certificates of Citizenship
- Certificates of Achievement

- Quiet word of personal praise, where possible defining the behaviour being rewarded
- and being delivered as close to the time of the desired behaviour as possible.
- Citizenship and Achievement certificates
- Positions of responsibility.
- Class pebbles recognising whole class behaviour choices and individual behaviour
- choices which positively benefit the class. Class reward when this pebble container is full. Aim for 3 rewards over the academic year.
- Contact parents via face-to-face, telephone, email, note, postcard home.
- Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.
- Positive mental wellbeing will be promoted through:
  - Embedding the teaching of positive mental health and wellbeing into the curriculum
  - Positive classroom management
  - Developing social skills
  - Working with parents
  - Peer support
  - Opportunities for pupils views and feelings to be used to support next steps

## **6. Unwanted Behaviours**

- Unwanted behaviours may include (this is not an exhaustive list):
- Not following the rules of the classroom
- Not following the set task
- Distracting others from their learning
- Lack of cooperation
- Ignoring instructions
- Interrupting
- Shouting out at the detriment of others
- Slow to return to the classroom following breaks
- Disrespectful language to pupils and staff
- Repeated low-level incidents
- Behaviours outlined in the School Anti-Bullying Policy

### **What do we do if children display unwanted behaviours?**

Follow “The Waverton Way Approach”:

- Be safe, Be Ready, Be Respectful

Delivered privately to the learner where possible.

Teacher makes the pupil aware of their behaviour

### **30 second Interventions**

Step 1: Reminder- check In: **Are you ok?** *Gentle approach, personal, non-threatening, side on, eye level or lower*

Step 2: Caution- clear verbal caution: **I need you to...Do you understand...?** *Children have a choice to make a positive choice. Remind the learner of previous good conduct, affirming to them that they can make good choices.*

Step 3: Last Chance – speak to them privately-

**Our school rule is...I need you to... or you will have to move.** *Clear, verbal caution delivered privately where possible, making the learner aware of their behaviour and outline the consequences if they continue.*

Step 4: Time out – few minutes to breathe or calm down-

**You have chosen to... I need you to move to timeout. Thankyou**

After 3 chances -Timeout in the classroom / appropriate place If behaviour continues- Timeout in the year group above, Year 6 to Year 4, parent informed

Step 5: Repair – think it over with the adult who started the behaviour intervention

**The rule you broke was...How did that make you/ the other person feel?**  
**Usually**

**you are...What can you do differently next time?**

Step 6: If behaviour continues- Time out in another classroom, conversation with parents

*We resist endless discussions around behaviour and focus our energy on returning children to learning.*

### **Consequences and Repair**

Repair – The adult who started the intervention should discuss behaviour

*Brief, informal discussion or formal meeting, depending on the needs of the pupils and the circumstances. Reparation meetings at Waverton are a core part of repairing the damage of trust between staff and children. Reparation meetings cover:*

- *What has happened?*
- *What was each party thinking?*
- *How did this make you feel?*
- *Who feels harmed and why?*
- *What has each party thought since?*
- *What should we do to put things right?*
- *What behaviours will each of us show next time?*

*Reaffirm your commitment to building a trusting relationship. Staff at Waverton take responsibility for leading the Reparation meeting and will record this on Arbor at their earliest opportunity. Senior Leaders support and will attend if deemed beneficial to the parties involved.*

### Sanction examples

- *Not achieve reward they were working towards*
- *Stay in and finish work (supervised)*
- *Move places*
- *Time out from learning (supervised)*
- *Miss part of break time (supervised)*
- *Stand with adult on duty at break time*
- *An Internal Exclusion where the pupil accesses learning outside of the classroom or*
  - *away from their peer group, if this is deemed in the best interests of the individual pupil or*
  - *the pupils and / or staff around the pupil.*
- *Staff will always deliver consequences calmly and with care. It is in nobody's interests to*
- *confront poor behaviour with anger and frustration.*

Children' behaviour will be monitored by staff to show progress towards agreed targets. This is done discreetly. We do not use coloured reports or seek to advertise poor behaviour to other children or to give fame to those who choose not to meet our high standards of behaviour.

### **Restorative partnership**

The restorative partnership approach will be implemented where there is a cause for concern. This may include attendance, behaviour, progress concerns which aren't being resolved with a consistent approach using "The Waverton Way" or where there wasn't the opportunity to work through the steps.

Incidents will be recorded by staff using Arbor. Other actions:

- a restorative meeting to include, where possible, class teacher, support staff, child, parent/carer and a member of SLT.
- Key staff supporting the pupil will develop an appropriate Behaviour Plan with the learner and parents.
- Agree both the consequences for the learner if they are and are not meeting the required action and reinforce the positive outcomes for everyone if the concerned area improves.
- Ensure clarity in expectations with all stakeholders.
- Key staff supporting the pupil will monitor, review and mentor using the Behaviour Plan.
- Regular review meetings will take place to address the children' progress and achievement, learning needs, attitude, behavioural routines and personal organization with a particular focus on progress towards the agreed targets. A reflection will take place during this meeting of the targets - are they SMART (Specific, Measurable, Achievable, Realistic, Timely)?
- If the learner does not achieve the required change in conduct agreed within the Behaviour Plan they will move to the Final stage.

See Appendix 3 - Blank Behaviour Plan

Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupils behaviour. The Local Authority's Multiagency Map guidance (previously known as the Behaviour Pathway) will be followed.

### **Final Stage**

The Head Teacher will review the progress through the stepped approach, and in consultation with key stakeholders, will consider whether it is appropriate for the pupil to be excluded and the length of the exclusion (for a fixed term, an exclusion of anything totalling up to 45 school days in any one school year is permitted, after the exclusion period the child can return to school), or whether the pupil should be permanently excluded (when a child is not allowed to return to that school unless the headteachers' decision is reversed), following Local Authority guidance.

<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx>

### **Exceptional circumstances**

Pupils may move directly to the *Final stage* for serious misbehaviours which may include (this list is not exhaustive) the following (see below). In these circumstances, these incidents would

be formally recorded using ARBOR.

- Physical aggression towards staff, to other pupils or to members of the school community
- High levels of intentional damage to property
- Bullying through deliberate, hurtful behaviour repeated over a period of time
- Prejudiced behaviour including racism, sexism, use of sexual innuendos, homophobia, transphobia, biphobia, disability prejudice and sexually inappropriate material.
- Verbal abuse
- Theft
- Leaving the classroom or the school environment without permission
- Deliberately ignoring safety, hygiene and security rules

### **7. Pupils with increased vulnerabilities, including pupils with SEND**

Under the Equality Act 2010, schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation or because of gender reassignment. For pupils with additional needs, reasonable adjustments will be made to support pupils in making positive behaviour choices, in light of their individual needs. Individual Behaviour Plans will be used to support adults in managing children with more complex needs and to support children with increased vulnerabilities.

### **8. Use of Reasonable Force**

In line with the school's Physical Restraint and Reasonable Statement (see below), all members of staff have the legal right to use reasonable force to prevent pupils

from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

### 9. Recording and Reporting

Behaviour is regularly monitored and evaluated through reviewing formal behaviour records on ARBOR, professional dialogue, observing behaviour during learning walks, observations and around school and through pupil voice. The Headteacher will report to the Governing body three times per year on behaviour and exclusion data. This will include any patterns or trends, any incidents of unwanted behaviour that are serious and records of exclusions. The Headteacher will also update governors on current self-evaluation school judgements on behaviour and attitude against the Ofsted criteria.

### 10. Monitoring and Reviewing

This policy will be reviewed annually. The governors or SLT may, however, review the policy more frequently than this if the government introduces new regulations, if the governing body receives recommendations on how the policy might be improved or if a need to review is deemed necessary.

This policy will be formally reviewed in December 2023.

## **APPENDICES**

- 1) Sample Exclusion Letter
- 2) Further information on fixed-term and permanent exclusions
- 3) Blank Behaviour Plan
- 4) Physical Restraint Statement
- 5) " The Waverton Way"

## APPENDICES

### Model Exclusion letter 1

**From head teacher notifying parent of a fixed period exclusion of 5 school days or less in one term, and where a public examination is not missed.**

Dear **[Parent's Name]**

**[Child's name] [date of birth]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[reason for exclusion]**.

#### **[for pupils of compulsory school age]**

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless you can show reasonable justification for this. If you ignore this I must advise you that you may receive a penalty notice from the local authority.

We will set work for **[Child's Name]** to be completed on the days specified in the previous paragraph. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee. If you wish to make representations please contact Chair of Governors, Mrs Tracy Little, [chair@waverton.cheshire.sch.uk](mailto:chair@waverton.cheshire.sch.uk) or through contacting the school office on 01244 268985, as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion has occurred as a result of discrimination then you may make a claim to the First- tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date **[Child's Name]** was excluded.

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

**[You and [child's name] are requested to attend a reintegration meeting with me at [time] on [date] at [place]. The purpose of the meeting is to discuss how best your child's return to school can be managed]**

You also have the right to see a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be

supplied with a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 3305485 or on <http://www.childlawadvice.org.uk/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24<sup>th</sup> December to the 1<sup>st</sup> January.

Other alternative links to relevant services which you may find useful are:

**Statutory guidance on exclusions** can found by visiting [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

**Information Advice and Support Service:**  
(formerly known as the Parent Partnership Service)  
<http://www.westcheshirelocaloffer.co.uk/>  
Telephone: 0300 1237001  
Email: [iasservice@cheshirewestandchester.gov.uk](mailto:iasservice@cheshirewestandchester.gov.uk)

**Traveller Education service**  
Telephone: 01606 2 71540  
Email: [Antoinette.vanommen@cheshirewestandchester.gov.uk](mailto:Antoinette.vanommen@cheshirewestandchester.gov.uk)

If you require further guidance on any of the advice mentioned in our letter please contact: Mrs Wendy Williams (Education Infrastructure – floor3, Nicholas House), Cheshire West and Chester Council, 4 Civic Way, Ellesmere Port. CH65 0BE. Telephone 01244 972825 or email [Exclusions@cheshirewestandchester.gov.uk](mailto:Exclusions@cheshirewestandchester.gov.uk)

**[Child's Name]**'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely  
**[Name]**  
Head teacher

## Appendix 2

Further information on fixed-term and permanent exclusions

Fixed-term and permanent exclusions

Summary of the DfE documents:

*Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion Sept 2017*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

*Changes to the school exclusion process during the coronavirus (COVID19) outbreak. Updated 5th October*

*2020:*<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusionprocess-during-the-coronavirus-outbreak>

Only the head teacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excluded a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in anyone term

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Factors to consider before excluding a pupil:

- What has happened previously with all involved?
- What happened in the incident/s?
- What are the implications to the individuals involved?
- What are the possible sanctions available other than exclusion?
- What sanction will be imposed? Why?

The decision to permanently exclude a pupils should only be taken:

In response to a serious breach, or persistent breaches, of the school's behaviour policy

AND

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Although the decision to exclude remains the headteacher's decision, he/she should give pupils the opportunity to present their case. Headteachers should take account of any contributing factors that are identified after an incident of where poor behaviour has occurred. These might include where a pupil has suffered bereavement or has been subject to bullying.

### **Unlawful reasons for exclusion**

It is unlawful to exclude a pupil, or increase the severity of exclusion, for non-disciplinary reasons such as:

- The actions of the pupil's parents
  - The pupil having additional needs or a disability that the school feels unable to meet
  - Academic ability or attainment
  - The pupil failing to meet specific conditions before he / she is reinstated
- 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents / carers.

Any exclusion of a pupil, even for short periods of time, must be formally recorded.

**Appendix 3 - Blank Behaviour Plan example**

**Individual Behaviour Plan**

Pupil name:

Class/Year Group:

<b>Targets:</b>	
<b>Methods and resources to meet targets:</b>	
<b>Success criteria:</b>	
<b>Rewards:</b>	<b>Consequences:</b>
<b>REVIEW</b>	

This plan will be shared with parents, members of the Year X team, SENDCO and our Headteacher.

**Behaviour plan signed by:**

Parent: \_\_\_\_\_ Date: \_ \_

Class teacher: \_\_\_\_\_ Date: \_ \_

## **Appendix 4**

### **Use of Physical Restraint**

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Staff follow the most up-to-date non-statutory guidance from the Department for Education (currently July 2013):

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

#### **What is reasonable force?**

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

#### **Who can use reasonable force?**

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

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

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Waverton Staff can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**Waverton Staff will not:**

- use force as a punishment – it is always unlawful to use force as a punishment