



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

St Joseph's Catholic Middle School Relationships and Behaviour Support Policy



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Part of the Bishop Wilkinson Catholic Education Trust
Company Registration Number 07890590

Signed by Chair	
Statutory Policy	Yes
Required on Website	Yes
Review Period	September 2024
Next Review Date	September 2025
Reviewed by	W Roberts

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St. Joseph's Catholic Middle School
Relationships and Behaviour Support Policy

Aims of the Policy

- To build a community which values kindness, care, good humour, good temper, cooperation and empathy for others.
- To create a culture of exceptionally good behaviour: for learning, for our community, to equip learners to be good citizens.
- To ensure that all learners are treated fairly and shown respect.
- To promote good relationships and a civilised community
- To help learners take control of their own behaviour and be responsible for the consequences of it.
- To give learners attention for over and above behaviour/effort/contribution.
- To ensure that excellent behaviour is a minimum expectation for all.

Code of Conduct

It is the right of every child at St. Joseph's to have an education without being hindered by others. We are all here to help create the circumstances for this to happen. The foundation of the school's behaviour is based on a focus of praise and positive relationships, centred around our three school rules:

- Ready
- Respectful
- Safe

Purpose of the Policy

To provide simple expectations of how all members of our school community should behave.

Learner Behaviour

We expect all learners to be at all times:

- Prepared and punctual for lessons, displaying good manners to all members of the school community, following and adhering to instructions when given.

Learner behaviour we do not expect to see:

- Aggression, shouting, negativity, “losing it”, unpleasantness towards members of the school community.

Adult Behaviours

At St. Joseph’s Middle School, we have agreed that we expect to see from all our staff, governors, and visitors the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, catching students being positive, recognise and praise good conduct publicly, confidence with a smile, staff aiming for “win/win” situations, de-escalation,

Adult behaviours we do not expect to see are:

- Aggression, shouting, negativity, “losing it”, adults creating “power struggles”, humiliation,
- Any behaviours that could jeopardise the relationship with the pupil.

Expectations of Adults

Consistent adult behaviour will lead to students who conform to our expectations.

Teachers

We expect every teacher to:

1. Meet and greet.
2. Refer to ‘Ready, Respectful, Safe.’
3. Use praise to recognise good behaviour. Use house points, praise postcards home and a positive recognition system in lessons.
4. Deal with the little things: uniform issues, manners etc.
5. Model positive behaviours and build relationships.
6. Plan lessons that engage, challenge and meet the needs of all learners.
7. Use a visible positive recognition mechanism throughout every lesson.
8. Be calm and consistent when dealing with misbehaviour.
9. Follow up misbehaviour every time, retain ownership and engage in reflective dialogue with learners.
10. Never ignore or walk past learners who are failing to meet the school’s expectations.

Pastoral Tutor

We expect every tutor to:

1. Highlight and praise any students who are going over and above.
2. Discuss privately with students any issues that are arising with their behaviour.
3. Ensure all students are ready to learn in their forthcoming lessons.
4. Deal with the little things: uniform issues, manners etc.
5. Model positive behaviours and build relationships.
6. Plan wider curriculum lessons that engage, challenge and meet the needs of all learners.
7. Plan and deliver engaging daily acts of worship

Duty Staff

We expect every member of staff on duty to:

1. Be punctual to their duty point.
2. Be vigilant on the yard, ensuring that pupils are monitored carefully at all times.
3. If pupils are failing to meet expectations, then they should receive an appropriate consequence, such as a time out, or be sent into the dinner hall to report to the member of duty staff in the hall.
4. Staff should be visible to all pupils on the yard, and all pupils should be visible to them.
5. If staff have a preplanned absence, it is essential that they arrange cover for their duty point.

Senior Leaders

Senior Leaders are expected to deal with misbehaviour in the school by standing alongside colleagues to support, guide, model and show a unified approach to learners.

We expect Senior Leaders to:

1. Meet and greet learners at the beginning of the day and take time to welcome learners and staff at the start of the day.
2. Be a visible presence around the site especially at changeover times.

3. Recognise staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex or entrenched negative behaviours.
6. Use behaviour information to target and assess school wide behaviour.
7. Use behaviour information to target and assess the provision for learners who fall beyond the range of written policies.

Support for Pupils with Special Educational Needs and Disabilities (SEND)

The individual needs and circumstances of the pupils need to be considered when implementing behaviour policies. For example, pupils with SEND may not easily understand complicated instructions and ought not to be admonished for failing to follow long and complex instructions. Good practice would be to keep instructions short and clarify understanding by asking the pupil to repeat them.

Staff should make reasonable adjustments in the application of our behaviour policy to pupils with a disability; for example, in terms of movement around the school.

Pupils on the SEND register with behaviour related learning difficulties may have their own individual Behaviour Support Plan which will make it clear how the school's policy is interpreted for such pupils.

Information from the Y4 Transition is used to identify pupils likely to display challenging behaviour prior to them starting Year 5 and appropriate support will be put in place from the outset of their time at St Joseph's Middle School.

All staff will be provided with regularly updated information regarding pupils who have special educational needs. This will assist staff in interpreting the school behaviour policy appropriately for these pupils.

Expectations of Pupils

To assist pupils in understanding the school's expectations for behaviour and discipline the Pupils' Code of Conduct is published in the Homework Diary. It is centred around our three school rules: READY, RESPECTFUL and SAFE.

Hands Off

All pupils deserve to feel safe at school. Whilst tactile play is an important part of development for all young people, it is essential that this is always appropriate and consensual.

If at any point a child is placing their hands on another pupil, it is imperative that a member of staff addresses this, using the language of the school rules - as this will be explicitly taught to all children at SJMS. e.g. "Is that respectful, is that safe?"

If there are issues with this process and a child is refusing to follow the instructions, then an appropriate consequence should be given.

Pastoral Care

Relationships and Behaviour Policy/Sept24/

The key figure is the pastoral tutor. They will take responsibility for the academic and pastoral development of the child. The pastoral tutor will monitor the child's academic progress and behaviour during the year and will be the main contact person in the school for the home-school partnership.

Pastoral support systems:

We believe every teacher and member of staff is responsible for pastoral care. As a school we:

- Ensure that all staff undertake pastoral responsibilities and make appropriate time to carry out their task
- Using specialist support for identified pupils e.g. Local Inclusion Support Teams
- Recognise that pupil support is not just about behaviour. We believe that good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens
- Ensure that staff understand and are responsive to the needs of particular groups e.g. PP (Pupil Premium), SEND, LAC, PLAC etc
- Ensure that pupils are helped to identify their belonging to a community by sharing a common dress code.

As a school we:

- Regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable;
- We respect each other, the school ethos and need to feel safe and supported
- We will mediate between the bully and the victim
- We will facilitate conversation, restorative justice and apology in rebuild and repair sessions

Monitoring and Evaluation of the Policy

The policy is to be monitored by the head teacher and the head of pastoral, with an annual review to which all staff (teaching and non-teaching) will be invited to contribute, as well as representatives of the governing body.

The Governors' Statement on Discipline and Behavioural Standards

The Governors at St Joseph's wish to maintain the highest standards of civilised behaviour in the school. In achieving this end, the Governors seek the support of parents and carers for the Executive Head Teacher and Staff.

The Governors wish all parents and guardians to know that they expect the Executive Head Teacher and staff to maintain a caring atmosphere in the school where the pupils can feel happy and secure and work to the best of their ability. The Governors believe that this atmosphere presently exists in the school, which is free from the misbehaviour mentioned below.

The Governors believe that the school is blessed with caring parents and guardians and well-behaved, well-mannered pupils. The school policy is to encourage this positively by encouragement, praise and example.

The Governors believe that, to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. It seeks to create a caring and learning environment by:

- Promoting excellent behaviour and discipline.
- Promoting self-esteem, self-discipline, respect for authority with relationships based on mutual respect.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment free from disruption, violence and bullying.
- Supporting the Head Teacher and staff when faced with challenging behaviour.
- Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures.

However, the Governors wish to emphasise to all parents and pupils that failure to conform to the high standards expected of all pupils, may result in permanent exclusion by the Head teacher. For example, if a pupil:

- Swears intentionally at a member of staff;
- Absolutely refuses to conform to reasonable requests by a member of staff;
- Makes a malicious allegation against a member of staff;
- Makes an unprovoked physical assault on another member of the school;
- Persistently misbehaves and/or persistently disrupts the learning of others and therefore taking up an inordinate amount of staff time.
- Is involved in the bullying of another pupil;
- Is involved with illegal, non-prescribed drugs, or those substances referred to as "legal highs", during the school day. This includes being in possession, supplying or using drugs;
- Brings an offensive weapon to school;
- Is involved in the sharing of pornographic material or is involved in inappropriate sexualised behaviour;
- Uses social networking media inappropriately with respect to the school or its members;

The list above provides examples for which permanent exclusion may be deemed appropriate; however, it is not possible to foresee all possibilities, and permanent exclusion may result from any similar serious misdemeanour.

It is our wish that parents understand the importance we place on high behavioural standards and support us in our determination to maintain them.

Appendix A - Practical Application of Behaviour Policy

Praise

It is very important that positive aspects of recognition and reward should have great emphasis at St. Joseph's. It is also very important that the system in operation is known to all parties i.e. staff (teaching and non-teaching), children, parents and governors; and it must be adhered to in a consistent manner. School operates a House Point system.

House point marks, via Arbor, may be awarded to children who have:

- Consistently maintained the expectations of being ready, respectful and safe at all times.
- Been helpful e.g. by volunteering to do jobs in their own time;
- Enhanced the good name of the school in the wider community;
- Produced work over and above their normal standard;
- Consistently produced good work.

For those pupils that go over and above, their behaviour should be recognised through more formal rewards:

- Praise postcard
- Phone call home
- Hot chocolate with the Headteacher

- Children's work should be displayed in classrooms and corridors as much as possible.
- Recognition can be given to success of different kinds across all subjects e.g. English Award, Scientist of the Week', 'Mathematician of the Week', good behaviour certificates, match reports etc.
- Where possible children should be encouraged to be involved in the school community taking on responsibilities e.g. School Council, equipment monitors, stationery shop. They should be recognised for this responsibility.
- Good attendance is always encouraged with rewards for 100% attendance and whole class competitions such as first sitting for lunches.

Sanctions

Sanctions will be recorded in the school planner. The teacher will need to know at a glance the names of the children who have received punishments. Keeping track should not be time consuming and most importantly it shouldn't disrupt teaching.

A system of sanction should be designed to signal the degree of disapproval involved. However, in the interest of fair play there must be flexibility in the use of the system to consider individual circumstances.

Staff should avoid the sanction of whole groups; and sanctions that humiliate pupils.

Staff should take responsibility for managing any punitive sanction. This allows pupils to fully reflect on their actions and maintain a relationship between the member of staff and the pupil.

In extreme cases of misbehaviour by a pupil, the consequence could well be an internal exclusion or an exclusion from school premises. This would include all activities organised by the school during the time of exclusion.

An extreme or serious case/s of misbehaviour or incident may also lead to a permanent exclusion depending on the nature of the incident.

Stepped Sanctions:

The process of managing behaviour in classrooms is as follows:

1. A reminder of expected behaviour
2. A warning about behaviour that does not meet the expectations of the school.
3. A formal record of unacceptable behaviours with an appropriate punishment.
4. Brief removal of pupils from the learning environment in order to cool off.
5. A restorative conversation between the member of staff and the pupil.



Triage

Triage is the final step of the classroom support plan and should only be used as a last resort. After the adult has called the senior

leadership or pastoral team the child is collected from class and taken to the triage room. The aim of triage is to support the child back into learning. No judgement is placed on the child attending the triage room. Where possible, the class teacher will provide the adult in triage with work for the child to complete. When arriving at triage adults will support the child to regulate themselves so that they are able to complete their work and return to their class for their next lesson. They will not go back to class before the next lesson. If a break or lunch is next on the child's timetable, they will remain in triage until their next lesson.

Triage is available between 8:40 - 3:10.

Triage Timetable

Day	AM	PM
Monday	W Roberts	L Dotchin
Tuesday	E Stoves	W Roberts
Wednesday	W Roberts	L Dotchin
Thursday	W Roberts	W Roberts
Friday	E Stoves	N Wood

Pastoral Support Plans

When a pupil is struggling to consistently meet behavioural expectations across the school and is potentially being negatively impacted or influenced by social groups, or other environmental factors, further support will be put in place.

This will include, but is not limited to, working with the pupil to identify the barriers to meeting whole school expectations, communicating with parents or guardians and taking feedback from staff. Using this information, a pastoral support plan will be put in place by the Head of Pastoral. This will be reviewed weekly with the pupil and Head of Pastoral, with a formal review with parents and pastoral tutor after a four-week period.

This process will also be used as part of the reintegration process for a pupil who has been suspended.

Punishment Tariff

Severity of Misdemeanour	Example*	Example Punishment
Low	Talking in lessons Calling out in lessons Uniform – isolated incident	<ul style="list-style-type: none"> ● Verbal reprimand ● Note in diary
Medium	Low level repeated Failure to complete homework Failure to hand in homework Behaviour comments across several subjects	<ul style="list-style-type: none"> ● Note in diary with suitable punishment such as 2 sides of additional written work ● Tutor Detention at teacher’s discretion
High	Repetition of medium severity	<ul style="list-style-type: none"> ● Pastoral Tutor report ● HOP report
Very high	Drug related incident Fighting Unprovoked Physical Assault Racist abuse	<ul style="list-style-type: none"> ● Report to HOP/Headteacher ● Internal Exclusion ● Potential Permanent Exclusion

*The purpose of this table is to allow the severity of the misbehaviour to be gauged to assist in the development of a consistent approach to the imposition of punishments. It is not an exhaustive list and is, therefore, deliberately brief.

Ways for recording punishments are as follows:

- Note entered in pupil diary
- Record concern on Arbor
- Report to Head of Pastoral
- Serious misdemeanour to Head of Pastoral SLT.

It is important that any punishment imposed is appropriate to the misdemeanour and fairly and consistently applied. The type of punishment imposed will depend on the:

- Nature of the problem
- Severity of the poor behaviour
- Frequency of the offences

Possible Punishments

The purpose of a punishment is to make the learners aware that their behaviour has been unacceptable. This would normally mean that the learner is inconvenienced by the imposition of the punishment. This can be as simple as keeping a pupil back for a few minutes at the end of a lesson, a more formal detention or some additional written work. Punishments should be adjusted to take account of any additional individual needs, including the consultation of SENDco where appropriate.

Possible response to incident	Decision Maker
Putting the situation right, even when it involves cost or extra work, a sincere apology	Teacher/Pastoral Tutor
Loss of privileges	Teacher/Pastoral Tutor
Additional written work	Teacher/Pastoral Tutor
Lunchtime detention	Teacher/Pastoral Tutor
After school detention	Teacher/Pastoral Tutor
On Report	Head of Pastoral
Internal Inclusion	SLT
Pastoral Support Plan	SLT
Minor fixed term exclusion	Head Teacher
Major fixed term exclusion	Head Teacher
Permanent exclusion	Head Teacher

Confiscation

The Education and Inspections Act 2006 provides authority for a member of staff to use confiscation Relationships and Behaviour Policy/Sept24/

as a disciplinary punishment. Discipline in schools – teachers’ powers advice for schools 2014 provides additional guidance. The general aim of confiscating property is to maintain an environment conducive to learning and to safeguard the rights of other learners to be educated.

At St. Joseph’s Catholic Middle School, staff will confiscate items such as: cigarettes, vapes, lighters, phones, jewellery, ear pods. Any items or material that are illegal for children to have, will result in the police being informed.

Mobile Phones

These are allowed in school but must be out of sight unless a teacher has given permission for phones to be used for a particular purpose. If a phone is being used in school without staff permission this may lead to the phone being confiscated particularly if this is a repeated occurrence.

All staff have the authority to confiscate mobile phones from learners. When a mobile phone has been confiscated it should be taken by the member of staff to a Head of House who will retain it until it is either returned to the student or collected by a parent or guardian.

A member of staff should not search through a phone or access text messages without the pupil’s permission. If there are concerns about whether cyberbullying has occurred, or the phone contains pornographic material this needs to be referred to a member of the Senior Leadership Team.

Exclusions

Temporary suspensions are used for one of two purposes. Firstly, to make the point clearly that a pupil’s behaviour has been unacceptable and secondly to allow time for further investigation and consideration where a pupil’s behaviour may warrant permanent exclusion. Parents will be invited into the school to meet a member of the Senior Staff where the reason for the exclusion and the period of time will be explained. A letter will be posted to the parents outlining the process. Work will be provided to the student and the expectation is that this work is returned on the completion of the exclusion. Should a student be allowed to return to school after a fixed term exclusion, the expectation will be that they will then be placed on a report and will complete a pastoral support plan as part of the reintegration process.

All exclusions are at the discretion of the Headteacher and the Headteacher alone.

Appendix B - Consistency in Behaviour Management

We all know that we can improve our consistency of response to misbehaviour and poor pupil attitude both in and out of the classroom. As a school we are determined to continually improve that consistency and as such it is a constant focus for us all, this document sets some key points out Relationships and Behaviour Policy/Sept24/

which may help us secure this improvement. The improvement can only be secured by the commitment of all staff to the principles, procedures and actions required as laid out in this document. The Senior Management Team will play a key role in this improvement by setting the highest standard, leading by example and monitoring the performance of other staff.

Context

Consistency is the key

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, department and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Use our procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Use our defined, agreed consequences that are applied at the classroom level. Use our agreed
- Structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

Behaviour Management Communication

Setting the Scene

Be proactive in dealing with learners to extend and strengthen the conditioning process. Never allow a pupil to be disrespectful; always insist on the correct form of address and posture. It is essential to make the learners aware of your authority and the need for their respect.

- Use every opportunity to teach good behaviour
- Use every opportunity to praise good behaviour - first attention to best conduct

- Be positive
- Stay Calm
- Be consistent
- Be confident
- Use positive reinforcement
- Use a calm, assertive tone of voice
- Make eye contact
- Do not tolerate misbehaviour
- When communicating with a pupil insist that they have the correct demeanour. Standing up straight, respectful, attentive.
- Correct and punish the little things. The big things will become rarer.
- Give clear, short messages
- Accept help and support from other members of staff
- Give help and support to other members of staff
- Expect help and support from senior members of staff
- Give help and support to senior members of staff

Classroom

Expectations	<ul style="list-style-type: none"> ● Meet and Greet ● Pay first attention to best conduct ● Pupils should be lined up outside each lesson in a single file line. ● When pupils enter the classroom, they should stand behind their chairs, so teachers and pupils can greet each other appropriately. ● Learners should demonstrate a respectful manner to the teacher and each other at all times
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	<ul style="list-style-type: none"> ● Positive response to teacher direction ● Learners' behaviour should always be of the highest standard ● Lesson ends in well-ordered manner with the school prayer (if appropriate) with pupils stood behind their chairs.
How can these be achieved	<ul style="list-style-type: none"> ● Be punctual and greet the learners ● Learners stand until they are told to sit down ● Teacher sets classroom ethos ● Insist on standards of courtesy ● Be assertive and confident when dealing with learners ● Learners contribute to lesson under control of the teacher ● Consider the impact of lesson structure and activities on classroom management ● Be consistent in application of standards ● Do not tolerate misbehaviour ● Tidy room ● Prayers
Ideas / Support Strategies	<ul style="list-style-type: none"> ● Coached by HOP/SENDco ● Video yourself watch it ● Team teach with colleague ● Plan collaboratively with colleagues ● Paired observations
Monitoring	<ul style="list-style-type: none"> ● Lesson Observations ● Head of Pastoral ● Senior Management Team

All Areas at All Times

Aim - to ensure that all learners always have the highest possible standards of uniform and behaviour, and that no pupil goes unchallenged if they are not adhering to the schools' expectations

<p>Expectations</p>	<p>All learners need to be READY, RESPECTFUL and SAFE</p> <p><u>Common Problems</u></p> <ul style="list-style-type: none"> ● Incorrect Uniform ● Inappropriate movement around the school site ● Inappropriate use of language around the school site ● Negative social interactions ● Care of personal possessions and the school resources/site ● Interacting with staff negatively
<p>How can these be achieved</p>	<ul style="list-style-type: none"> ● Be aware of the correct uniform, and correct appropriately ● Praise those pupils who are smart and ready to always learn. ● Check uniform formally in pastoral. ● Praise pupils who move around the site respectfully; lining up, moving around corridors etc. ● Reprimand pupils, using positive language, who are interacting negatively or using inappropriate language. ● Highlight and recognise those pupils taking extra care of the school site or are following procedures correctly. ● Become an “unprovocable” member of staff, showing no emotion in situations where pupils are not meeting the schools' expectations. <p>If you have corrected a pupil, and you see them behaving in a similar manner then they should be held to account through a punitive measure.</p>
<p>Ideas / Support Strategies</p>	<ul style="list-style-type: none"> ● Contact pastoral tutors to report uniform/behavioural problems in the first instance. ● Inform HoP of more serious problems or punishments not completed. ● Seek support from SLT if necessary.
<p>Monitoring</p>	<ul style="list-style-type: none"> ● Discussion/comments in Performance Management

	<ul style="list-style-type: none">• Head of Pastoral• Senior Leadership Team
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Appendix C - Use of Force Statement

St Joseph's Middle School strives to maintain a calm environment, where learning engages all individuals and their value and feeling of self-worth is promoted. However, should an incident arise, a calm approach is best, and force should only be used when the risks involved are outweighed by the risks of not doing so.

We believe that physical contact with learners is, at times, proper and necessary. This would be in Relationships and Behaviour Policy/Sept24/

line with staff's role 'in loco parentis' – in place of parents during a child's day. Examples of this would be comforting a distressed child, when congratulating or praising a pupil, to demonstrate a technique such as how to use a musical instrument, to demonstrate or support exercises in PE/Sports and to give First Aid.

Circular 10/98 (Section 550A of the Education Act 1996) clarified the powers of teachers and other staff who have lawful charge of learners, to use reasonable force to prevent learners committing a crime, causing injury or damage, or causing disruption.

This has been further clarified by Government Guidance on the 'Use of Reasonable Force' 2011 (see Appendix F). This policy does not authorise the use of corporal punishment, nor does it encourage the use of inappropriate force.

The Law allows staff to use such force as is reasonable in all circumstances to prevent a pupil doing, or continuing to do any of the following:

- a) Committing a criminal offence
- b) Injuring themselves or others
- c) Causing damage to property (including their own)
- d) Engaging in any behaviour that is against the maintenance of good order and discipline at the school or among learners

The law covers staff whether at school or when they have lawful control elsewhere, e.g. on a field trip or visit.

What is Reasonable Force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with learners.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Force is generally used to control learners and to restrain them. Control means either passive physical contact, such as standing between learners or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two learners are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

- Staff must always be aware of the reasonable adjustments that need to be made for learners with Special Educational Needs and/or needs related to other Disabilities.

Examples of situations where reasonable force may be used from 2011 Guidance (not exhaustive)

- To prevent a pupil attacking a member of staff or another pupil.
- To stop learners fighting.
- To remove a disruptive child from the classroom when they have refused to follow an instruction to do so.
- To prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To restrain a pupil at risk of harming themselves through physical outbursts.

At no time will any member of staff use force as a punishment, as this is always unlawful.

Examples of 'Reasonable Force'

- Physically interposing between learners
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the small of the back

Guidelines for the Use of Physical Restraint

- Always try to use other strategies before using physical intervention.
- Follow the guidance on appropriate restraint as listed above.
- Always use the minimum force necessary for the circumstances – use your professional judgement.
- Summon assistance as soon as possible, this person can then act as a witness to the incident.

- Hold onto the learners for the minimum time necessary.
- Do not put yourself at risk by being alone with one or two children in a situation where physical intervention may be necessary.
- Report the incident to the Headteacher and include a written statement.
- Parents will be informed whenever there is an incident reported, and if the inciting incident is severe a formal meeting may be sought to consider appropriate actions and support for the child.

Appendix D Relevant Linked Policies

[Anti-bullying Policy 2024 - 25.docx \(sharepoint.com\)](#)

[Health and Safety Policy 2024 - 25.docx \(sharepoint.com\)](#)

[Safeguarding and child protection policy 2024 - 2025.docx \(sharepoint.com\)](#)

[SJCMS Child on Child Abuse Policy 2024 - 25.docx \(sharepoint.com\)](#)

Appendix E Links to Relevant DfE Guidance

[Use of Reasonable Force in Schools](#)

[Behaviour and Discipline in Schools](#)

[Searching, Screening and Confiscation](#)