



Royal Russell Junior School Behaviour Policy

This policy covers all pupils in the Junior School from Nursery provision (3+) to Yr 6

Policy Statement and Definition

Royal Russell School is committed to the health, safety and well-being (both physical and emotional) of all children in its care and will deploy stringent and active measures to safeguard these aims to provide a safe environment in which the pupils can develop, in line with evolving governmental guidance and statutory obligations as well as our own ethos and values. Our policy is underpinned by the principle that children and staff need to be fully aware of consistent expectations, boundaries and consequences with regard to behaviour and is implemented in conjunction with the named linked policies section on the final page.

This policy applies to the children from Early Years Foundation Stage to Year 6 and is written with regard for The Statutory framework for the Early Years Foundation Stage (including Safeguarding and Welfare Requirements) October 2024, Equality Act 2010, Keeping Children Safe in Education (September 2024), Behaviour in Schools: Advice for headteachers and school staff (February 2024), Special Educational Needs and Disability Code of Practice (DfE 2015), Behaviour and Discipline in Schools (2016), Use of Reasonable Force (DfE 2013) and The Independent School Standards: Guidance for Independent Schools (April 2019).

This policy aims to support the implementation of the School's anti-bullying policy. The school will adopt a **zero tolerance approach** to any bullying issues, that all staff will challenge any abusive behaviour between pupils that comes to their notice and will report on to the DSL immediately any issues of this nature. Please see **Safeguarding policy** for further details about dealing with child-on-child abuse.

The Governors and School Leadership Team recognise their duties under the Education (Independent School Standards) (England) (Amendment) Regulations 2014 as follows:

Part 2

5. Ensure that principles are promoted which:

- (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;*
- (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law;*
- (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;*
- (iv) provide pupils with a broad general knowledge of public institutions and services in England;*
- (v) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;*

- (vi) *encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;*

Part 3

7. (a) Arrangements are made to safeguard and promote the welfare of pupils at the school; and (b) such arrangements have regard to any guidance issued by the Secretary of State.

9. Ensure that a written policy promotes good behaviour amongst pupils and sets out the sanctions to be adopted in the event of pupil misbehaviour is drawn up and effectively implemented.

10. Ensure that an effective anti-bullying strategy is drawn up and implemented

Royal Russell Junior School recognises that positive behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their individual potential. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. This policy aims to promote good behaviour, self-discipline and respect, enabling pupils to become positive, responsible and increasingly independent members of the school community.

To this end we seek to ensure that Royal Russell Junior School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding. In all our interactions with pupils, we value academic excellence, a loyalty and commitment to the school and to each other, honesty and integrity, a sense of responsibility, tolerance and acceptance of others whilst promoting British Values. We recognise the individuality and uniqueness of each person and encourage their development whilst being aware of the needs of the whole school community. Every person should have the opportunity to fulfil his or her own potential.

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment, or the threat of corporal punishment of pupils, is prohibited by the law and is therefore forbidden. Royal Russell Junior School does not permit corporal punishment during any activity whether on or off the school premises.

For the purposes of this policy, behaviour is defined as ‘the way in which one acts or conducts oneself, especially towards others’ (oxforddictionaries.com). Behaviour management is defined as: the principles, strategies, expectations, boundaries and consequences used to promote the safety, learning and well-being of all members of the school community.

This policy applies to all Junior School pupils, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. It is available to all interested parties (including volunteers and those supervising co-curricular activities or accompanying school trips) via the school’s website or on request from the Junior School Office.

The Headmaster of Royal Russell Junior School is responsible for overseeing the management of behaviour from Nursery to Year 6 and delegates day to day management of behaviour issues, including implementing sanctions to the Deputy Head – Pastoral.

Aims of the policy

To promote a positive ethos and climate in the School where all members of our community feels safe, happy, valued and respected

- To promote self-esteem, mutual trust and respect and caring attitudes where all achievements are acknowledged and celebrated within a caring community
- To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way
- To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the school and wider community
- To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently
- To define and implement consistently acceptable standards and the principles of expected behaviour
- To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently
- To encourage consistency of response, through a whole Junior School approach, to both positive and negative behaviour that is clearly understood by pupils, parents and staff

Policy Procedure

At Royal Russell Junior School we work in partnership with parents to facilitate and encourage positive behaviour. 'The prime responsibility for bringing up children belongs to their parents', and at Royal Russell Junior School, we have a privileged responsibility to 'work with and support parents in caring for their children' Learning behaviour: Lessons learned, Steer (2009). We aim to fulfil our responsibility through consistent modelling of good behaviour; through dynamic and effective learning and teaching through the teaching of behaviour strategies and a fairly administered system of rewards and sanctions, using Trackit Lights, our online behaviour system for Years 1 to 6 and credits in Early Years. We encourage self-discipline and attitudes of tolerance, honesty, reliability and perseverance. These are reinforced through our PSHE programme, including SMSC and British Values.

A consistent approach to promoting good behaviour

All members of staff who work within the Junior School are familiar with this policy and are supportive of the ethos and values of the School. Training for staff on behaviour management is provided regularly, as part of the school's Continual Professional Development commitment (CPD), sometimes by external providers. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the school and the expectations of behaviour which are held.

Royal Russell Junior School has an empathetic and supportive pastoral system, stemming from class teachers. Pupils know they can approach their Class Teacher, Phase Leader or any other member of staff with whom they feel comfortable. Pupils know that staff will listen and act fairly. 'Who can I talk to?' posters are visible throughout School in classroom and communal areas to help signpost pupils. Pupils joining the School are 'buddied' with a peer to help them through the routine of the first few weeks and also through the expected norms of behaviour. Year 6 Prefects and Ambassadors support younger pupils at playtimes.

As a school it is recognised that pupils with a designated SEND need a differentiated approach to behaviour management. Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Head of Learning Enrichment and staff. Information is disseminated efficiently via Provision Map, ISAMS, meetings and staff briefings and best practice for each pupil is agreed upon and recorded via a Pupil Passport or an Individual Plan. Early intervention is agreed for pupils who are experiencing challenges. Strategies are agreed with parents and are put in place for the management of the pupil's behaviour, and regularly evaluated. All staff are made aware that The Equality Act (2010) requires schools to make 'reasonable adjustments' for pupils with SEND when implementing the behaviour policy.

The Junior School is a self-contained part of the whole Royal Russell School. Internal and external communal areas such as corridors and the playgrounds are supervised carefully so as to promote positive behaviour at all times. Pupils are supervised adequately according to their age and the activities they are engaging in. Junior School pupils are usually escorted around the school, with staff modelling positive behaviour, including how to move safely and quietly around School. On occasion, pupils in Upper Juniors may move independently to and from lessons within the Junior School building, if staff feel this appropriate. When moving around the wider school site, all pupils in Year 5 and below are escorted by an adult. Year 6 pupils may sometimes walk around the wider School site in pairs, providing that an adult knows where they are going, i.e. walking back from the Senior School Dining Hall or walking to the Health and Wellbeing Centre.

The Duty Rota enables all pupils to be supervised during break and lunchtimes whilst also giving pupils access to differing outside spaces such as the Netball Courts, CCF Lawn and Adventure Playground. Pupils are encouraged to put away mobile play equipment and toys and to store them safely. This promotes community spirit and responsibility. The School's approach to a healthy diet and hydration also helps to encourage positive pupil behaviour. Nourishing food is provided for all meals on site as well as for snacks at break and for after school clubs. Age-appropriate levels of choice are given and staff encourage children to eat balanced meals. Every child is asked to bring a water bottle with them to school each day and is encouraged to keep themselves well hydrated.

Leadership of Behaviour

The weekly Staff Briefing as well as Phase Meetings, weekly JSMT and twice weekly JLT meetings ensure staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concern about a pupil, advice and support are available from Phase Leaders, the Deputy Heads and Headmaster. The Deputy Head – Pastoral works closely with Class Teachers, the Head of Learning Enrichment and JSMT to monitor the behaviour of pupils. Trackit Lights supports in gathering and analysing pupil data on behaviour. All behaviour incidents are documented via Trackit Lights and communication with parents about pupils' behaviour are documented in individual pupil records on iSAMS. The Headmaster and Deputy Head – Pastoral monitor behaviour records and keep a serious behaviour log which includes significant and serious behaviour issues, our anti-bullying log, online behaviours and any racial incidents. . The Deputy Head – Pastoral meets frequently with the Safeguarding Team, the Lead Nurse from the Health and Wellbeing Team as well as the Junior School Leadership Team (JLT).

Each year, a number of the most responsible children in Year 6 are nominated as Prefects. Each term, the two Heads of School roles are appointed to different children and additional Prefects are chosen. These Prefects will be awarded either a special tie or cravat in a whole school assembly. These positions are much coveted by the children in Year 6, who are keen to be appointed. In addition, pupils in Year 6 can apply for a range of Ambassador roles which provide them with the opportunity to lead in a particular area of the School. The

teachers at Royal Russell Junior School do all that they can to acknowledge and reward positive work, effort and behaviour.

Expectations

Our Moral Compass aims to guide our pupils to choose to behave positively and to help them develop into well-rounded citizens. The four characteristics of kindness, respect, generosity and integrity enshrines the values which the School believes to be most important in life. Behaviour that is not age appropriately in line with the four characteristics of the Moral Compass is unacceptable.

Examples of expectations of each of the four characteristics are as follows, however this list can not be exhaustive:

Kindness *Listening to each other and adults *Helping members of the community *Looking after our environment and property *Sharing	Respect *Treating others with respect *Being polite and showing good manners *Allowing others to learn *Greeting other members of the community politely *Respecting others' views, beliefs and way of life *Talk through differences calmly *Taking turns
Generosity *Offer time and support to others, without prompting * Act in a way that is mindful of other people's feelings	Integrity *Do the right thing *Behave in a way that keeps you and others safe *Move around school quietly and sensibly

Rewards

Early Years

Our Moral Compass aims to guide our pupils and help them develop into well-rounded citizens. The four characteristics of kindness, respect, generosity and integrity enshrines the values which the School believes to be most important in life. In the Early Years, pupils are rewarded with physical tokens for displaying positive behaviour associated with both the Moral Compass as well as positive pastoral and learning behaviours and celebrating their learning. These tokens are collated in House pots and are added to House totals. Staff are encouraged to 'catch pupils being good', in age-appropriate ways which reflects the level of understanding of pupils. Praise is an important part of the Junior School behaviour system and is frequently delivered verbally for our Early Years pupils.

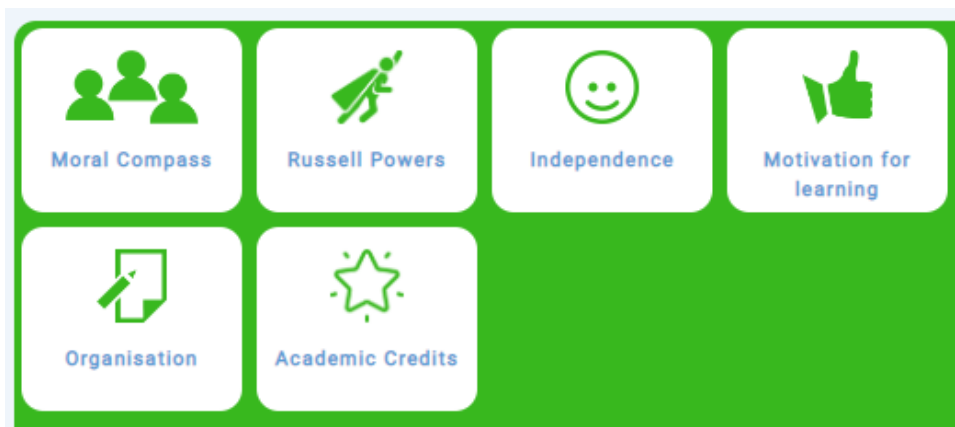
Years 1 – 6

Track-it Light Credits

Our Moral Compass aims to guide our pupils and help them develop into well-rounded citizens. The four characteristics of kindness, respect, generosity and integrity enshrines the values which the School believes to be most important in life. Via our online system, Track-it Lights, pupils can receive credits for displaying positive behaviour associated with both the Moral Compass as well as positive pastoral and learning behaviours and Academic Credits. Staff are encouraged to record approximately 5-6 positive behaviours per lesson and to

'catch pupils being good', in age-appropriate ways which reflects the level of understanding of pupils. Trackit Light data is regularly analysed by Phase Leaders and Deputy Head (Pastoral) in order to ensure consistent approach across the school and all staff.

Praise is an important part of the Junior School behaviour system. Praise is frequently delivered verbally, may be written on a pupil's work (following the marking policy) and may be recorded as a credit via Track-it Lights as a 'Green' behaviour. 'Green' behaviours on Track-it Lights are as follows:



Pupils receive one credit for work which is above the standard expected in relation to the ability and effort of that individual child. Staff stamp the child's book and record the credits via Track-it Lights. On a weekly basis, the class with the most Track-it Light credits will receive the Class Cup in the Upper Juniors and Roary Lion in the Lower Juniors.

Certificates

Pupils are awarded certificates when they reach milestones of credits, recorded via Trackit Lights:

Pink	Blue	Purple	Orange	Bronze	Silver	Gold
30	70	110	150	200	250	300

Once a child has reached the Bronze/Silver/Gold stages, they are awarded a metal badge.

Pupils may also be awarded a Moral Compass Certificate if they demonstrate one of the four Moral Compass characteristics.

Pupils may also be awarded a Russell Powers certificate for exceptional effort or achievement which demonstrates use of any of our seven Russell Powers. Our Russell Powers tree in the school lobby celebrates our powers.

All certificates should be awarded according to who is most deserving and a tick list / turn taking approach is discouraged. Certificates are awarded at the Lower and Upper Junior Celebration Assemblies. These assemblies recognise achievements across the curriculum as well as co-curricular achievements, including those gained outside of school.

Headmasters' Merits are awarded for work that is exceptional for that individual child in Years 3-6. If a member of staff feels that a piece of work is worthy of a merit, they should send it to the Headmaster with a short citation about why the work qualifies. The child concerned should not be informed their work has been sent for a potential merit. The Headmaster will use his discretion and may award a Headmaster's Merit in weekly

Celebration Assemblies. Where a pupil collates three Headmaster's Merits within an academic year, they will receive a Gold Merit badge.

House Rewards

EYFS Tokens and Year 1 to 6 Credits are totalled each week and either Roary the Lion for Lower Juniors or the Class Cup for Upper Juniors is awarded to the Class who have collected the most tokens/Credits. Each half term token/credits are totalled and the House Cup is awarded to the House with the most tokens/credits.

House Assemblies are held each term, led by members of staff associated with each House. These allow the opportunity for pupils to mix with pupils from other year groups and encourage each House member to greater successes. Our annual House Day supports House success and team spirit is additionally fostered through inter-House competitions such as Music, Drama and Sport. Points are awarded to the winning House and contribute to the annual House total. On Royal Russell Day, the credits are totalled alongside points from inter-House competitions, and the House shield is presented to the winning House.

Prize Giving

Prize Giving ceremonies are held annually for children in Reception to Year 6. In Lower Juniors, each child is awarded a certificate celebrating an achievement across the year. In Upper Juniors, prizes are awarded for a form prize based on academic achievement, a Russell Powers prize for pupils who use their Russell Powers consistently in their learning and a Moral Compass prize for a pupil who consistently displays the four characteristics of the Moral Compass.

Sanctions

If a pupil's behaviour falls beneath the standard which could reasonably be expected of them, not adhering to our characteristics of our Moral Compass, the school will administer behavioural sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil as well as to the school community. At Royal Russell Junior School, we aim to pre-empt and prevent unacceptable behaviour, however, when instances of behaviour that are below our expectations do occur, it is our aim to deal promptly, but separately, with all individuals concerned, making clear the reasons for any sanction that is applied. We seek to do this in active partnership with parents (through discussions in person, by letter, e-mail or phone call). We aim to ensure, at all times, that the pupil understands that it is the behaviour that is unacceptable while they themselves are respected and valued. All incidents of misbehaviour are recorded via Track-it Lights and in the notes sections of iSAMS.

Sanctions should:

- impress on the pupil that their behaviour has not been acceptable and has not followed our Moral Compass
- deter the pupil from repeating that behaviour
- assist in helping the pupil to make good choices in the future

Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. For instance, giving a sanction to a whole class when only some pupils have mis-behaved would not be acceptable. This helps in the process of a pupil accepting responsibility for their behaviour and helping them make good choices in the future. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood.

Pupils should be aware of the boundaries of acceptable behaviour. These are reinforced positively in Assemblies, Form Times, PSHE and Wellbeing lessons and constantly through reminders in daily interactions and daily life in school.

Early Years

We recognise that pupils within the Early Years Foundation Stage are learning the expectations and social norms of behaviour, in line with the characteristics of our Moral Compass. Where a pupil's behaviour falls short of our age-related expectations, the following steps will be taken:

- 1) A verbal warning will be given with an opportunity for adult led reflection
 - 2) If further behaviours fall short of our age-related expectations, a yellow warning will be given verbally. A pupil will be asked to spend some time away from their activity within the classroom to reflect on their behaviour choices. An adult will support the pupil in reflecting on how their behaviour fell short our age-related expectations.
 - 3) If a pupil uses physical behaviour, or any other unsafe behaviour, a further warning will be recorded on iSAMS and a member of the Junior School Leadership Team (JSMT) will support with the next steps.
 - * Pupils will be given the opportunity to reflect and discuss their behaviour, taking into consideration our Moral Compass
 - * Pupils will be encouraged to apologise for their choices
 - * Pupils will receive a consequence relative to their behaviour which could include missing a club or activity, internal suspension or external suspension. The level of this consequence will be agreed with JLT and parents would be immediately informed through a telephone conversation and would expect to meet with the Deputy Heads or Headmaster.
- * The serious behaviour log and other appropriate behaviour logs will be updated.

Years 1 – 6

Individual pupil behaviour is logged via the online Track-it Lights system. Our behaviour system focuses on positive reinforcement through Green Credits, however where a pupil's behaviour falls short of our age-related expectations, the following steps will be taken:

- 1) A verbal warning will be given
- 2) If further behaviours fall short of our age-related expectations, yellow warnings will be given via Trackit Lights
 - * 1 yellow – the pupil is spoken with to remind them that their behaviour choices are falling short of age-related expectations. The pupils is required to spend some of their next break reflecting on their behaviour, inline with our Moral Compass, with the member of staff who has dealt with the behaviour.
 - * 2 or more yellows within a lesson - the pupil is spoken with again to remind them that their behaviour choices are falling short of age-related expectation. The pupils is required to spend further time during their next break reflecting on their behaviour, inline with our Moral Compass, with the member of staff who has dealt with the behaviour.
 - * The time a pupil spends reflecting after a yellow warning depends on the age of a pupil, and individual circumstances. A pupils will spend time reflecting on their choices appropriate to their age, the number of yellow warnings received and the behaviour that has led to yellow.
 - * Recording a yellow Trackit Light will automatically trigger an email to the pupil's Class Teacher who will be able to monitor the number of yellow Trackit Lights in a

week. Taking individual pupil circumstances into account, Class Teachers will make contact with families if pupils are receiving 5 yellow Trackit Lights in a week. Repeated yellow behaviours may result in escalation to a member of JSMT.

- 3) If a pupil uses physical behaviour, offensive or inappropriate language, is not truthful, is rude or disrespectful to peers or to staff, steals or behaves inappropriately online or acts in an unsafe manner, a red warning will be logged on Trackit Lights and a member of the Junior School Management Team (JSMT) will support with the next steps.

- * Pupils will be given the opportunity to reflect and discuss their behaviour, taking into consideration our Moral Compass

- * Pupils will be encouraged to apologise for their choices

- * Pupils will receive a consequence relative to their behaviour which could include missing a club or activity, after school detention, internal suspension or external suspension. The level of this consequence will be agreed with JLT and parents would be immediately informed through a telephone conversation and would expect to meet with the Deputy Heads or Headmaster.

- * The serious behaviour log and other appropriate behaviour logs will be updated.

Where pupils are given yellow or red warnings, these will sometimes be visible on the board and staff will aim to find a positive behaviour from that pupil so as to remove the colour quickly and re-focus on positive behaviour. As pupils move to specialist lessons, their names will appear in white so that each lesson has a fresh approach. This enables pupils to re-focus on making good choices and behaving positively whilst also allowing staff to track patterns of recorded behaviour and offer support.

Behaviour in the Playground, Around School, Throughout Wraparound Activities, Trips and Visits

It is expected that pupils' behaviour outside the classroom is on par with behaviour inside the classroom, and the same rules apply. Where behaviour falls short of age-related expectations, pupils will be given a verbal warning by the member of staff on duty initially and then Trackit Lights will be used to record yellow or red warnings as above. The Deputy Head – Pastoral will be aware of all incidents and will monitor individual pupil behaviour.

Behaviour in the Classroom

Staff will always aim to catch pupils being good and record 'green' behaviours to promote positive behaviour within the classroom. Where behaviour falls short of age-related expectation, yellow or red behaviours will be logged on Track-it Lights. For example, if the unsatisfactory behaviour is constant calling out, distracting other pupils, stopping others learning, this will result in yellow warnings. The pupils name will be coloured yellow. This can be removed by the teacher as soon as the pupil shows an expected green behaviour.

Individual Support

At Royal Russell Junior School, we strongly believe that working with families helps support behaviour issues in a positive manner. If a pupils behaviour is falling below age-related expectations on a frequent basis, it may be appropriate for a pupil to have an individual target card where an appropriate target is set with the pupil. It is then the pupil's responsibility to ask their teacher to complete the card, to be reviewed by the Phase Leader weekly. Feedback is given to the parents weekly.

Our Approach

When dealing with behaviour that falls short of our expectations, members of staff should always:

- Use a tone that is calmly assertive, avoiding shouting unless safety is compromised.
- Maintain body language that is not threatening, lowering to the physical height of younger children and avoiding raising voice, hands or pointing fingers.
- Avoid any comments that are sarcastic or humiliating.
- Give children an opportunity to explain their actions and apologise, without making assumptions.
- Explain that the behaviour and its consequences are unacceptable without labelling the child.
- Support the child in reflecting upon their actions and identifying a positive way forward.
- Maintain and communicate positive expectations of the child.
- Adhere consistently to the matrix of strategies above.
- Seek support from a colleague or JSMT if unsure.

Staff must acknowledge the school's legal duties under the Equality Act 2010, with regard for Keeping Children Safe in Education (DfE September 2024), Behaviour in Schools: Advice for headteachers and school staff (February 2024) and the Special Educational Needs and Disability Code of Practice (DfE / DoH 2014). Any concerns relating to a pupil's behaviour that may be considered as a possible underlying response to a special educational need or disability must be referred to the Deputy Heads and Head of Learning Enrichment, to work in partnership with parents and consider whether a multi-agency assessment is necessary.

If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the behaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should alert the Designated Safeguarding Lead and follow its child protection and safeguarding policy.

Restraint of Pupils

If the preceding strategies in this policy are followed, it is expected that any incidence requiring physical intervention or restraint of pupils would be extremely rare.

Before intervening physically, a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should summon another adult if possible to do so whilst continuing to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm, reassuring approach to a situation is needed and teachers must avoid any words or actions that could indicate they are punishing the child or are acting out of personal frustration or anger. Appropriate follow up action should be taken where necessary. This may include providing medical support and/or providing respite for those involved.

If a potentially dangerous situation arises, adults are advised to act in accordance with the Advice from Department for Education (2013 & 2014) in order to protect the children in their care as well as minimise any risk of acting unlawfully.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

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. This power applies to any member of staff at the school. It can also apply to people whom the Head Master 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. Schools 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;
 - restrain a pupil at risk of harming themselves through physical outbursts.
- Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headmaster and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Force cannot be used to search for items banned under the school rules. (For further advice see Searching, Screening and Confiscation (DfE January 2018). Staff have a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Schools do not require parental consent to use force on a student/pupil. At all times, the safety of the pupil being restrained must be considered and under no circumstances should present any risk of their airway be restricted. If any possibility exists that a child has been harmed through force immediate referral to the medical centre should be made, or in more serious cases, emergency services called.

Techniques of restraint that present unacceptable risks and must be avoided, include:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest;
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

The Headmaster should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Informing Headmaster and parents of the use of force and restraint

If any use of force or restraint is used, it should be documented and passed to the Headmaster (or Deputies in absence of Head) as soon as is practically possible. This should include:

- Date
- Time
- Location
- Pupil’s name
- Name of the member of staff using force
- Brief background to the need to use force
- Details of the force used including timescales
- Details of any marks or injury caused to the pupil and the medical advice sought

- Names of any adults or children who witnessed the incident

The Headmaster will inform the parents as deemed to be appropriate for the situation. Parents of all pupils, including those in the EYFS, will be informed on the same day or as soon as is reasonably practicable.

Any complaints arising as a result of a child being restrained or force being used, will be handled in accordance with the Complaints Policy of the School. All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The school will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

Physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Temporary Suspension from School

Only the Headmaster can take the decision to suspend a pupil from the school. In all cases this would only be after consultation with another member of JLT. This can take two forms:

- An Internal Suspension where a child is removed from class, provided with work to do in a safe and supervised environment and collected by parents at the end of the school day or an agreed time.
- An External Suspension where a child is asked to leave the school for a fixed period.

Permanent Exclusion from School

Only the Headmaster can take the decision to expel a pupil from the school. This step would be taken only as a last resort or in the case of serious criminal misbehaviour on the part of a pupil. The Whole School Exclusion Policy provides further guidance in such circumstances.

Rules Relating to the Review of Removal or Exclusion of a Pupil

- (1) These Rules are made pursuant to clause 6(a) of the Standard Terms and Conditions.
- (2) The hearing of a Review shall be before a panel of three members of the governing body, one of whom shall be appointed Chair. The panel will be appointed by the Board when a request for a Review has been lodged.

(3) (a) The parents of a pupil who desire a Review of a decision to require the removal, or to expel, that pupil shall give notice in writing to the Headmaster within 14 days of the decision. The notice should set out:

- (i) the date of the decision to be reviewed;
- (ii) a short summary of the facts of the case; and
- (iii) the grounds of dissatisfaction

(b) The right to a Review will be lost if such notice is not given within 14 days.

(4) Upon receipt of such notice a copy shall be sent to the Chair of the governing body and such other person(s) as may be deemed necessary.

(5) Within 14 days of receipt of the notice, the Headmaster shall prepare a Review File consisting of:

- (a) the notice;
- (b) the summary of the case supporting the decision to be reviewed;
- (c) copies of any statements or reports which are relied upon to support the decision; and
- (d) a note identifying whether an oral hearing is desirable, whether it is intended to call witnesses, and if so whom.

(6) A copy of the Review File shall be sent to the parents and to the persons referred to in Clause 4 above.

(7) Within 7 days of the receipt of the Review File the parents may send to the Headmaster a statement in response to the matters set out in the Review File. A copy of any such statement shall be sent to the persons referred to in Clause 4 above.

(8) Further procedure shall be determined by the Chair of the Review panel. In particular, he should determine whether the matter can be disposed of on the documentation alone or whether an oral hearing is necessary.

(9) (a) At an oral hearing the strict rules of evidence will not be applied, but the Review will be heard in accordance with the principles of natural justice. In particular, the parents must be given an opportunity to be fully heard and/or represented on all relevant matters.

(b) No final decision may be arrived at before the evidence and/or representations have all been fully heard and thoroughly considered.

(10) After the conclusion of the hearing, or following consideration of the documentation alone, as the case may be, the Review panel will provide a decision in writing supported by reasons.

(11) "The Headmaster" and "The Parents" have the same meaning as defined in Clause 7 sub paragraphs (b) and (c) respectively of the Standard Terms and Conditions.

Transition to the Senior School

All information on behaviour (as well as other pastoral and academic information) is passed on from teacher to teacher via class transition meetings as part of the Transition Programme during the Summer term. In the Summer term, Year 6 staff, the Head of Learning Enrichment and the Deputy Heads meet with Year 7 Heads of Houses and the Head of Year 7 to handover information, including but not exclusive to, behaviour. All staff, both Junior and

Senior, have access to any notes made on iSAMS as well as individual behaviour logs. The Deputy Head (Pastoral) in the Senior School as well as other members of the Safeguarding Team also have access to My Concern for any Safeguarding matters.

Monitoring and Evaluation

This implementation of this policy will be monitored by the Headmaster and Deputy Heads. The policy will be shared with the Governing Body. Regard will be given to any changes in guidance arising from the Department for Education in the interim period.

Origin

The policy is reviewed and updated by Deputy Head – Pastoral and approved by JLT.

Links

Safeguarding Policy
 Anti – Bullying Policy
 Parental Complaints Policy
 SEND Policy
 SENDA – Equality Act 2010 Schedule 10

Reviewed and Approved	JLT	May 2023
Reviewed and Approved	EWC	May 2023
Reviewed and Approved	Board	June 2023
Reviewed and Approved	JLT	May 2024
Reviewed and Approved	EWC	May 2024
Reviewed and Approved	Board	June 2024
Reviewed and Approved	JLT	November 2024
Reviewed and Approved	JLT	May 2025
Reviewed and Approved	EWC	May 2025
Reviewed and Approved	Board	June 2025
Next Review		May 2026