



Perrott Hill Pupil Behaviour and Exclusion Policy

The School's Mission Statement

In preparing Perrott Hill children for a happy and successful future life, we aim to ...

- Provide the highest standards of academic teaching and pastoral care for all children in our care.
- Provide a stimulating, supportive environment which addresses all aspects of the children's spiritual, moral, social and cultural development.
- Encourage a lifelong love of learning.
- Understand the importance of manners, respect for each other and the value of working and living together productively.
- Develop their independence, self-esteem and self-confidence.
- Maintain an environment in which children are safe, happy and motivated.
- Inspire our children to belong to a community where they contribute willingly to a bright future.
- Provide the greatest opportunities for personal and professional growth for all who live and work in our school community.

This policy is written with the inclusion of the Early Years Foundation Stage and boarding.

RESPONSIBILITIES

The Head and Deputy Head

The Head and Deputy Head's role is to determine the detail of the standard of behaviour acceptable to the School, to the extent that this has not been determined by the Governing Body. They have the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them.

The Head and Deputy Head are expected to:

- promote self-discipline and proper regard for authority among pupils



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- encourage good behaviour and respect for others, and to create a climate in which it is difficult for any form of bullying to exist
- promote and enforce an acceptable standard of behaviour
- regulate the conduct of pupils

All Staff (including Heads of Section and Form Tutors)

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the department are well thought out and of a consistently high standard. Heads of Section are responsible for supporting Form Tutors in their pastoral and academic role.

Parents

The School will endeavour to inform parents of any problem relating to behaviour as soon as possible. Individual staff should not, however, involve parents in discipline issues without first informing the Head, the Deputy Head, Head(s) of Section and the child's Form Tutor. It is important that everyone is kept informed.

Equally importantly, parents should inform the School if they know of any circumstances which may cause their child to be unhappy, or liable to be 'out of sorts' on a particular day; this information is vital if staff are to manage the child as successfully as they can. Such information can be sent via the child's contact book, or by making a call to the School, when the relevant information will be passed to those concerned.

We are a school with a strong sense of 'family' and our parents are crucially important to us when it comes to promoting good behaviour. We pride ourselves in having an extremely positive relationship with our parents and we expect our parents to support us in our decisions relating to pupil behaviour.

Should there be a cause for concern and parents disagree with a sanction imposed by a member of staff, they should feel confident to approach their child's Form Tutor in the first instance, who will then inquire as to the precise details of the minus and/or sanction imposed. They may also wish to contact a Deputy Head (Pastoral or Academic), the Head of Boarding, Head of Section, Head of Pre-Prep or the Head, depending on the nature of the problem. If they are still unhappy, they should feel equally confident pursuing the right channels within the School's Complaints Procedure (Stage 1 of which is to continue to pursue an informal resolution where possible).



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Ultimately, the School aims to help each individual child. If it is necessary for a child to receive a punishment, we aim for this punishment to be meaningful; it is intended to have a purpose, usually in educating that child away from the behaviour concerned.

Parents are, of course, encouraged to support good behaviour and positive habits in their children.

STANDARDS OF BEHAVIOUR

- The School has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the School.
- All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. It is not appropriate for staff to raise their voice indiscriminately in order to castigate a pupil in a manner that may humiliate or cause shame: behaviour management is to have a positive bent.
- Punctual attendance at the School and lessons is required.
- All absence from lessons must be explained and any unexplained absence will be followed up by the Deputy Head and/or School Nurse (who oversees the School registers).
- It is understood that there will be minor variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but consistency and fairness across all staff should always be the aim and behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.
- Through regular discussions at staff meetings the School endeavours to ensure that staff apply all standards consistently and fairly. It may, on certain occasions, be reasonable and appropriate to make adjustments for children with SEN, disabilities or very particular pastoral circumstances (e.g. difficulties going on at home).

REWARDS AND SANCTIONS

All rewards and sanctions must be applied fairly and consistently. None of the School's punishments will be degrading or humiliating. The Boarding House has its own set of rewards and sanctions, which can be found in the Boarding Handbook.

What makes an excellent Perrott Hillian?



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We, as a school, believe these core actions are what we hold as our beliefs as to how we should behave and treat everyone in our family community and environment. These actions can receive rewards of: House Points, Good Eggs and Perrott Community Award

- We believe everyone is unique and that this should be celebrated
- We are supportive of everyone in our family community
- We are kind to everyone
- We are respectful of each other, the staff and the school
- We will be helpful to all who need it, especially to those who we do not know
- We believe we should be generous in our actions, thoughts and deeds
- We should hold doors open for each other and say 'hello' with a bright smile and eye contact
- We should stand up when staff and/or parents enter the classroom
- To maximise our learning, we will arrive to lessons punctually
- We believe in being polite to each other
- Whether we are guides or not, we believe that it is important to look after all new pupils to the school
- We believe in good manners throughout the whole day, including at meal times
- We believe we should respect and cherish our school environment – by keeping our classrooms/equipment/changing rooms tidy
- We believe that we should put in maximum effort into all that we do, anything less and we are not doing ourselves justice
- We want Perrott Hill to be a cheerful place to be
- We should encourage everyone around us in positive ways
- We should reflect upon our work, actions and deeds
- We should be kind, helpful and polite to all visitors to the school
- We believe we should include everyone in all games/tasks that we do and not leave anyone out
- We should listen carefully to all instructions
- We should do good deeds without being asked or looking for reward, but doing it because it is the right thing to do
- We believe that resilience is at the core to all success and that failing in something is a learning curve that will make us stronger in the long-run

Rewards:

Academic:

- Light Bulb Award (5 HPs)
 - Awarded for good work – staff can award freely
 - End of each term prizes for 1st/2nd/3rd – Yrs. 3&4, 5&6, 7&8
- Commendations (10 HPs)



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- Outstanding Academic Achievement
- Teachers can only award a maximum of 1 per week per teaching group
- Exception - outstanding piece of group or paired work for the one Commendation can be awarded at one time.

Pastoral:

- House Points -remain
- Good Eggs (5 HPs)
 - These are for pastoral reasons only; e.g. kindness, helpful etc.
 - End of each term prizes for 1st/2nd/3rd - Yrs. 3&4, 5&6, 7&8
- Perrott Hill Community Award (20 HPs)
 - OUSTANDING acts of kindness, helpfulness etc.
 - 1 winner per Year from whole school
 - Given an 'Ambassador' badge - Perrott Hill Ambassador permanently

What actions will result in us getting Strikes?

1 Strike:

- Back chatting to staff
- Talking at the same time as the teacher
- Being silly in lessons
- Cutting your hair to an inappropriate style
- Answering back to staff
- Being late for lessons
- Fighting
- Not having the right equipment in lessons
- Talking in assembly, rest or lessons,
- Calling out
- Wearing the wrong footwear without authorisation
- Being mean to others by purposely leaving them out
- Being mean to others by making fun when they get something wrong
- Selfishness
- Constantly winding up/annoying others
- Playing tricks on others to deliberately humiliate them.
- Shouting out in class
- Low level disruption in lessons
- Repeated failure to complete/hand in work
- Being persistently late for lessons



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- Uniform transgression
- Having no hymn book
- Not having equipment for lesson
- Persistent answering back
- Failing to comply with staff instructions
- Low level defiance
- Yr. 7&8 in wrong clothing for activity?

2 Strikes:

- Being rude to the teacher
- Lying to staff,
- Fighting
- Small acts of vandalism
- Answering back to member of staff
- Acts of unkindness
- Talking over the teacher,
- Being messy and poorly organised
- Blackmailing others
- Constantly blaming others when they have done nothing wrong
- Putting others down
- Misuse of devices
- Talking in an exam

3 Strike:

- Swearing,
- Shouting at the teacher,
- Stealing
- Going into other people's property
- Hurting someone physically
- Damaging school equipment
- Poor report card performances
- Unsafe behaviour: verbal or physical bullying of a pupil or member of staff
- Stealing regardless of the financial value of an item

4 Strike:

- Bullying type behaviour
- Serious fighting incident
- On-line misuse of social media that is brought into school
- Low level damage to school property – graffiti etc.
- Bringing the school into disrepute
- Abusive/swearing language at a member of staff



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- *Incidents of bullying AFTER restorative justice meeting taken place with no sanctions has been used*
- *The lists did not cover every incident but area working document that gives staff an idea of what actions require what sanctions.*

There are actions which are so exceptional that will result in the individual being sent to the Headmaster, resulting in the highest level of sanctions at the Headmaster's discretion.

This is a working document and therefore both sections can be added to.

Sanctions Ladder:

Strike 12	Exclusion
Strike 11	External Suspension
Strike 10	Head, Parent and Pupil meeting
Strike 9	Internal Suspension
Strike 8	DH Detention Saturday 4-6pm. Meeting with DH, HoS, Parent & Pupil
Strike 7	Deputy Head meeting – Formal letter home
Strike 6	-40 HPs + HoS Detentions: Meeting with parents, pupil, Form Tutor, HoS
Strike 5	-30 HPs + HoS Detention: Meeting with parents, HoS & Form Tutor
Strike 4	-20 HPs + HoS meeting Phone call home
Strike 3	-15 HPs + Form Tutor DT Phone call home
Strike 2	-10 HPs Email home
Strike 1	-5 HPs Meeting with Form Tutor & Teacher giving Strike

Report Cards:

These will be seen as strategy to help pupils manage/control themselves.

- o Behavioural class report card – to help pupils with their behaviour in the classroom
- o General behaviour report card – to help pupils with their behaviour outside the classroom
- o Late report card – to help pupils with getting to where they need to be on time
- o Organisation card – to help pupils with getting their kit organised for lessons
- o Prep Report card - to help pupils with getting themselves settled down to prep
- o Focus Report card - to help pupils with their focus in lessons

Staff giving a Strike for low-level incidents (1 Strike):

Informal Verbal Warning (IVW): after a low level event has occurred– staff will say: “X I am asking you to stop doing Y, thank you”. Child repeats offence in lesson/break: Teacher asks pupil; “What did I ask you not to do X?” Pupil responds, Teacher replies; “What have you been doing?” Child responds. Teacher replies; “If you continue with this course of action I will be giving you a strike, do you understand” – warnings given and if persists Strike given.



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How system resets itself:

The strikes are accumulative, but the number can reset itself after a certain length of time.

If a pupil is on 1-6 Strikes that resets after one term.
If a pupil is on 7-9 Strikes that rest after two terms
If a pupil is on 10-11 Strikes that resets after one year.

Specific guidance for Early Years Foundation Stage

The Early Years Foundation Stage approach is based comprehensively on the whole School emphasis towards encouraging positive behaviour; developing a sense of right and wrong and the respect for oneself and others. We do, however, identify that the children within this age range are very young and need a particularly sympathetic approach to discipline rather than the more defined structures that form the basis of the discipline policy further up the School.

Rewards in the EYFS

Throughout the Perrott Hill Early Years Foundation Stage, children are given opportunities for self-fulfilment to enable them to understand their own worth and to value their own learning and development.

We believe that all children should be rewarded for their displays of courtesy and positive behaviour, personal effort and achievement through completion of planned tasks, to the best of their abilities.

In the first instance, children respond well to appropriately placed praise and, thereafter, the following encouragements are awarded:

- Choice of play activity to model to other children.
- Children's work displayed in the classroom.
- Motivational stickers in curriculum books.
- Activity symbols displayed on personal drawers for end of day reflection and sharing with parents.
- Learning and development certificates.
- 'Helping Hands' awards for helping others.
- Post cards sent home to parents noting particular achievements.
- Peer recognition in Pre-Prep assembly.



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Sanctions in the EYFS

Should a child behave in a fashion that may be construed as 'antisocial' they will be reminded of the correct way to behave and will be asked to explain why they have reacted in such a fashion. They will also be encouraged to apologise for the behaviour.

Repeated incidents of unacceptable behaviour will result in the child(ren) being removed from the situation and constructively occupied under close supervision. In extreme cases, a sanction may be imposed during that session. Parents will be informed when collecting their child.

In cases of persistent or extreme antisocial behaviour such as smacking, biting, pinching, scratching, wilful destruction of equipment, continued disobedience or where difficult behaviour is perceived to be becoming habitual, staff will discuss the situation with the child's parents and formulate a plan of action to be implemented both at home and within the setting. This will be co-ordinated by the Head of EYFS in liaison with the Head of Pre-Prep.

Contact will also be made with the parents of any children who are affected by such behaviour.

Guidance on dealing with antisocial behaviour within the setting:

- ensure that all children are safe
- remove children from the situation if required (to a safe place that is well supervised)
- provide relevant medical assistance if required (for instance if biting or scratching has taken place)
- keep children under supervision and provide comfort to those requiring it
- investigate the situation, ensuring that information is gathered from all parties concerned
- explain to those involved how the situation may be dealt with more appropriately in the future
- encourage the perpetrator to apologise
- record the incident on the relevant form (accident/incident)
- report the incident to the Head of EYFS who will in turn report it to the Head of Pre-Prep. In certain circumstances, the Head of Pre-Prep may inform the Pastoral Deputy Head e.g. if there has been any difficulty whilst liaising with the parents
- inform parents as required and ensure that they sign to acknowledge they have been informed of the situation

EXCLUSIONS



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Only the Head, in consultation with the Governing Body, can exclude a pupil. Recommendations for exclusion can only be made by the Deputy Head, Head of Boarding, Form Tutors or Heads of Department.

Pupils may be excluded for one or more fixed periods (commonly referred to as being 'suspended') or permanently.

Fixed Periods

For serious breaches of the School's behaviour policy, pupils can be suspended for one or more fixed term periods not exceeding 45 school days in any one academic year.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a pupil or member of staff
- sexual abuse or assault; this may include possessing in electronic form or otherwise sexually explicit material and showing it to others
- supplying an illegal drug
- carrying an offensive weapon

Drug-related Exclusions

Any decision to exclude in a drug-related case will be based on the criteria identified in the School's Drugs, Alcohol and Tobacco Policy.

Alternatives

Before resorting to exclusion the School will normally try alternative solutions:

For example:

- a restorative justice process – whereby the harm caused to the 'victim' can be redressed;
- internal exclusion (removal from class, but not the site)

Inappropriate Exclusion

The School does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline
- poor academic performance
- truancy or lateness



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- non-compliance with uniform regulations

Parental Co-operation

Parental co-operation forms part of the contract between the School and all parents of pupils at the School. A refusal to abide by the terms of exclusion may be considered a breach of contract.

Appeals

Parents are entitled to appeal to the Governing Body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the School. A hearing will be set up as quickly as possible, but within 10 days at the latest.

Continuing Education

The School will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 days, the School will consider:

- how the pupil's education will continue;
- how his/her problems might be addressed in the interim;
- reintegration post-exclusion

CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT

The use of force as a punishment - corporal punishment - is not allowed. The law forbids a teacher to use any degree of physical contact that is intended deliberately to punish a child or that is intended primarily to cause pain, injury or humiliation.

Use of reasonable force (restraint) by a member of staff is addressed separately in the comprehensive Use of Reasonable Force Policy subsection created in January 2016. This can be found below.

BEHAVIOUR SUPPORT SYSTEMS

The School has a number of programmes and techniques for supporting behaviour management, many of which have been detailed above. Behaviour issues are logged on Isams and should there be the need for additional help, members of staff should consider bringing the problem to the weekly staff meeting after discussion with the child's Form Tutor, the relevant Head of Section and/or the Deputy Head or Head. Once all the details have been considered, particularly if the child's behaviour is considered part of a wider



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picture of 'need', one possible result may be that the Learning Support Department then recommends a suggested course of action.

SAFEGUARDING

All staff have had appropriate safeguarding training. Both individually and collectively, staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Designated Safeguarding Lead and the Assistant Safeguarding Lead should consider whether a multi-agency assessment is necessary.

INVOLVEMENT OF STAFF

The working of the School's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in form/tutor group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Training in behaviour management will be provided from time to time and any staff feeling particular need in this area may readily liaise with the staff Professional Development and Review Co-ordinator with regards to access to an appropriate external course.

The Day Book and any pupil behaviour problems are discussed weekly at the Senior Management Team meeting. Individual instances of poor behaviour are discussed at the weekly staff meeting.

INVOLVEMENT OF PUPILS

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The Head and Deputy Head are responsible for ensuring the positive contribution of prefects. Prefects will take an active and positive role in promoting good pupil behaviour. The prefects can log problems or issues arising with the Deputy Head or Head directly.

REPORTING TO THE GOVERNORS



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The Head will report at least annually to the Governing Body on this policy's implementation and its efficacy.

EQUAL OPPORTUNITIES

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

PUBLICATION

This policy is available to all parents and prospective parents of pupils at the School via the school website.

LINKS WITH OTHER POLICIES

- the Drugs, Alcohol and Tobacco Policy
- the Searching & Confiscation Policy
- the Data Protection Policy
- the Counter-Bullying Policy
- the Complaints Policy
- the Use of Reasonable Force Policy (incorporated as a subsection within this policy)

The use of reasonable force policy subsection can be found below.



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Use of Reasonable Force Policy Subsection

This policy is for all teaching staff, support staff who have contact with pupils and for volunteers working within the School, and explains the School's approach towards the use of reasonable force with pupils.

This policy is written with the inclusion of the Early Years Foundation Stage and boarding.

All members of staff and volunteers might face the decision as to whether to intervene physically with a pupil or pupils and should understand the options and strategies open to them. They should know what is acceptable and what is not. This policy is in line with the latest non-statutory government guidance: *Use of Reasonable Force – Advice for head teachers, staff and governing bodies (2013)*.

The policy should be read in tandem with other School policies relating to interaction between adults and pupils, particularly the Staff Code of Conduct.

Purpose of Policy

This policy seeks to ensure that staff understand clearly their responsibilities if using reasonable force in exceptional circumstances, and understand what those circumstances could be. It is imperative that staff are well-informed and understand how to deal with these difficult situations and understand fully the rationale and implications of this policy.

Key Points

- i) All staff have a legal power to use force and lawful use of the power will provide a defence to any related complaint or legal action



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- ii) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- iii) Suspension should not be an automatic response if a member of staff is accused of using excessive force
- iv) Senior Management and governors should support staff when they use this power appropriately

Being Prepared for Incidents

The School is aware that any pupil has the potential to behave in a way that might require some degree of physical control or restraint. It is essential that staff give forethought as to how to respond if a situation arises. Such forethought needs to address:

- how a pupil will be controlled in order to prevent conflict
- the type of contact that can be used to restrain a pupil
- the involvement of parents, informing them about specific action the School might need to take or has taken
- ensuring that they know exactly what action they should take (this could identify a need for staff training or guidance)
- the additional support that can be summoned, if necessary
- taking medical advice about the safest way to hold a pupil with specific health needs, particularly in SEN settings.

What is Reasonable Force?

The following guidance was given by the government in 2013:

- i) 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 to prevent harm, damage to property, or disorder.
- ii) 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.
- iii) 'Reasonable in the circumstances' means using no more force than is needed.
- iv) 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.
- v) 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.
- vi) 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

Important Considerations



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- The use of force can be regarded as reasonable, only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful, if the particular circumstances do not justify the use of physical force; for example, physical force should not be used to prevent a pupil from committing a trivial misdemeanour, or in a situation that could be clearly resolved without force.
- Whether it is appropriate to use force, and the degree of force that could reasonably be employed, will depend on the age and understanding of the pupil.

Who can use Reasonable Force?

- i) Section 93 of the Education and Inspections Act 2006 states that all members of school staff have a legal power to use reasonable force. Staff should note that this is a power, not a duty, so there is an element of discretion as to whether to use it. This must, however, be weighed against staff's duty of care as in some circumstances it could conceivably be argued that failing to take action breaches that duty of care.
- ii) The power applies to any member of staff at the School and can apply to those the Head has temporarily put in charge of pupils who are not formally employed by the School. At all times this includes the Gap student volunteers.

When can reasonable force be used?

Reasonable force can be used to prevent a pupil:

- committing a criminal offence (including behaving in a way that would be an offence if that pupil were not under the age of criminal responsibility)
- from hurting themselves or others
- from damaging property (including their own)
- from causing disorder
- engaging in any behaviour prejudicial to maintaining good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The power applies when a teacher, or authorised person, is on the School premises, and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a school trip or other authorised activity.

The decision 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.

Examples

Examples cited by the DfE where reasonable force can be used include:



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- removing 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;
- preventing a pupil leaving the classroom or the school where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a pupil from attacking another pupil or a member of staff, or to stop a fight.

To be clear on this last point: everyone has a right to defend himself or herself against an attack, provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency – for example, if a pupil were at immediate risk of injury or on the point of inflicting injury on someone else – any member of staff is entitled to intervene.

Further examples of incidents where reasonable force could be used include:

- a pupil engaging in, or on the verge of committing, deliberate damage or vandalism to property
- a pupil causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- a pupil running in a corridor or on a stairway in a manner in which he or she might have, or cause, an accident likely to injure him or herself or others

Physical intervention to enforce compliance should never be used as a substitute for good behavioural management.

Practical Considerations

Before intervening physically, the member of staff should, wherever practical:

- tell the pupil who is misbehaving to stop, and what will happen if he or she does not stop
- continue attempting 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
- keep a calm and measured approach: the teacher/ authorised person should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil
- not intervene in an incident without help (unless in an emergency) if the authorised person feels they could be at risk of injury, for example when dealing with an older pupil, or a physically large child, or more than one pupil
- In difficult circumstances:
 - try to remove other pupils who are at risk, and summon assistance from a colleague or colleagues
 - inform pupils that he or she has sent for help



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- attempt to defuse the situation orally until assistance arrives and try to prevent the incident from worsening.

The School does not require parental consent to use reasonable force on a pupil.

Staff should not act in a way that could cause injury to the pupil. They should not:

- hold a pupil around the neck or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slap, punch or kick a pupil
- twist or force limbs against a joint
- trip a pupil
- hold or pull a pupil by the hair or ear
- hold a pupil face down on the ground.

The following techniques have also been identified as presenting unacceptable risk when used on children:

- the 'seated double embrace', where two members of staff force a child into a sitting position and lean them forward while a third monitors breathing
- the 'double basket hold', where a child's arms are held across their chest; and
- the 'nose distraction technique', involving a sharp upward jab under the nose

Staff should always avoid touching a pupil in a way that might be considered indecent.

Recording Incidents - the Use of Reasonable Force Incident Report

It is vital that there is a detailed, contemporaneous (within an hour of the incident), written report of any occasion (except minor or trivial incidents) where force is used.

Immediately after any incident, the member of staff concerned should inform the Head, or one of the Deputy Heads, and provide a written report as soon as possible using the 2-sided Use of Reasonable Force Incident Report Form given as Appendix 1.

Staff might find it helpful to seek advice from a senior colleague or a representative of their Professional Association when compiling a report. Staff should keep a copy of the report.

The use of any force can cause the parents of the pupil involved great concern. Parents should be informed as soon as possible and given an opportunity to discuss the incident with the Head. This can be after school, by telephone, by email or by letter.

Complaints

As with all areas of School life, the Complaints Policy is openly available for parents' use.

If staff follow the clear guidelines and parents are notified, most complaints should be avoided. However, this might not prevent all complaints and use of reasonable force could



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still lead to some form of investigation. A link to guidance on dealing with allegations against staff can be found in Appendix 2.

The possibility cannot be ruled out that a complaint might result in a disciplinary hearing, a criminal prosecution, or a civil action brought by a pupil or parent. In these circumstances, it would be for the disciplinary panel or court to decide whether the degree of force was reasonable in the circumstances.

If a formal complaint from a pupil or parent is received:

- i) it will be thoroughly, speedily and appropriately investigated by the Head
- ii) where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- iii) the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably
- iv) suspension must not be an automatic response when a member of staff has been accused of using excessive force. The School will make reference to the government guidance, 'Dealing with Allegations of Abuse against Teachers and Other Staff' when carefully considering whether the circumstances of the case warrant the member of staff being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- v) if a decision is taken to suspend the member of staff, the School will ensure that the member of staff has access to a named contact who can provide support and will provide pastoral care in any other appropriate forms
- vi) the governors will always consider whether the member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.



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Appendix 1

USE OF REASONABLE FORCE INCIDENT REPORT FORM (side 1)

Name(s) of pupil(s) involved:
Name(s) of adult(s) involved:
Summary of the incident: Date and time: Place: Circumstances leading to incident:
Specific details of restraint:
Further action:

Names of any pupils who witnessed the incident:

.....

.....



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USE OF REASONABLE FORCE INCIDENT REPORT FORM (side 2)

Reasons the force was necessary: e.g. to prevent injury to a pupil:

How the incident began and progressed, including details of the pupil's behaviour, what was said, steps taken to diffuse the situation, the degree of force used, how it was applied and for how long.

The pupil's response and the outcome of the incident.

Details of any injury suffered by the pupil, another pupil, or a member of staff and any damage to property.

Signature(s) of teacher(s) involved:

.....

Date:

Head: Date:



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Appendix 2

Useful Documents and Resources

DfE – ‘Use of Reasonable Force – Advice for head teachers, staff and governing bodies’
(published July 2013 and located at www.education.gov.uk/publications using the search reference: DfE-00060-2011)

Teacher Support Network – 08000 562 088, <http://teachersupport.info>

Link to dealing with allegations of abuse against staff – guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools:
<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>