

BEHAVIOUR POLICY

Statutory or non-statutory	Statutory
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Statement of Intent

Branfil is a vibrant learning community where we nurture lifelong learners who embody our school values and make a positive contribution to the world. Adults and children feel valued and love learning together. Everyone thrives and achieves personal success through being happy, safe and confident learners, who ask questions, take appropriate risks, learn from their mistakes and seek help when needed.

Establishing an emotionally healthy environment, where boundaries are clear, will develop behaviour for learning and improve attendance, both features conducive to raising standards of attainment. Consistency is a key feature when implementing rules, routines and regulations. All staff must ensure the same message is being conveyed to all pupils without misinterpretation time and again.

Good behaviour needs to be taught. All staff irrespective of their role have an important responsibility and must model expectations, since pupils learn from example.

Supporting this ethos are the school's Golden Rule and Core Values, which underlie teaching and learning in general and are discreetly taught in PSHE and RSE lessons and school assemblies:

Golden Rule: At Branfil we respect ourselves, each other and our environment;

Core Values

L	Love	Love yourself, love life and love learning
E	Explore	Be curious, ask questions, learn from your mistakes
A	Aspire	Aim high – keep learning and developing
R	Respect	Respect yourself, each other, and the environment
N	Nurture	Look after your mental, spiritual and physical health

Branfil Primary School acknowledges the legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). Staff must be aware of how children with SEN can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs. Adjustments to this policy may be required for individuals with SEN which take into account the individual child's understanding and needs. Tools such as social stories, comic strip conversations and ABBBC forms may be used to teach the child appropriate behaviours or reduce/re-direct undesirable behaviours.

Aims and Objectives

- Ensure fair treatment for all regardless of age, disability, sex/gender, race/ethnicity, religion/belief, sexual orientation, gender reassignment or other characteristics
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others within and beyond the school community
- Develop a consistent approach for promoting positive behaviour throughout the school at all times, in and around the school building
- Ensure that expectations of behaviour are clearly communicated to children
- Establish a coherent and fair reward system that acknowledges and celebrates good behaviour
- Establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour
- Raise self-esteem and teach positive behaviour through the content and delivery of the curriculum
- Ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents
- Effectively manage incidents of bullying or discrimination if and when they occur *.

* If and when genuine incidents of bullying (see definition in the *Anti-Bullying Policy*) occur, the Headteacher records them accordingly. Similarly, regarding discrimination, each episode is logged and the Governing Body informed on a termly basis.

Responsibilities

Staff & Governors	Pupils	Parents & Carers
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of, and support, the school's Golden Rule, Core Values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that children come to school regularly, on time, with the appropriate equipment
To reference the Golden Rule and Core Values of the school	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep children at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in their child's work and progress
To meet the educational,	To do as instructed by all	To provide the school with an

social and behavioural needs of the pupils through an appropriate curriculum and individual support	members of staff (teaching and non-teaching) throughout the school day	emergency contact number and update any change of circumstances accordingly
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion, sexuality, disability and age	Make every attempt to attend scheduled Consultation Meetings

Classroom Code of Conduct

Consistency is a key feature when embedding behaviour management strategies. Staff members are encouraged to reference the school's Golden Rule and Core Values when addressing pupils' misbehaviour or disruption to teaching and learning. Both positive and negative behaviour can be categorised under the Golden Rule and at least one of the Core Values.

Establishing Positive Environments

At Branfil, we believe that relationships and routines are key to creating positive learning environments, which support positive learning behaviours. Key to this is our core value of respect. Although staff or children may need to raise their voice in an emergency, or project their voice to be heard clearly, no one should shout, other than in these circumstances.

Staff can use the following tools to support establishing positive environments:

- Use of the silent stop hand signal (KS2), Pause and Insist, clapping and echoing rhythms, chants e.g. 'hands on top, that means stop'
- Use of tidy up songs and countdowns
- Visual and verbal reminders of what good listening looks like (legs crossed, eyes on me, lips closed)
- Use of 1, 2, 3 transition systems (i.e. 1, stand up, 2 walk to the line, 3 start walking)
- Use of visual timetables (symbols or written)
- Use of hands up or lollipop sticks
- Use of silent signals for 'your turn', 'my turn', 'talk to your partner'
- Children line up in alphabetical order or a specific order
- Children to gather resources a group/table at a time
- Use of class monitors
- At break time, staff ring the bell once for the children to stop, then a second time for the children to walk to their lines

Rewards

Sincere praise in recognition of pupils meeting expectations and adhering to the Golden Rule and Core Values is to be promoted throughout the school.

Relational rewards such as a gentle smile of appreciation, a phone call home to parents/carers, a quiet word for some or public praise for others are the foundation for an inspirational relationship with staff.

House points, linked to the *'It's Good to be Green'* initiative (see Appendix 18 for a brief guide to this initiative), are utilised throughout the school day to promote positive behaviour.

Every child is allocated to one of four houses when they arrive at Branfil Primary School: Belhus, Cely, Pages, Tylers. We aim to have a range of events and competitions in which children can earn points for their House team.

House points are awarded by any member of staff for good behaviour and effort. At the end of each week the Year 6 house captains collect up the house point totals from all classes throughout the school and these are announced in Celebration Assembly so the children and staff can congratulate the winning team. Cumulative points are awarded: 4 points for 1st place, 3 points for 2nd place, 2 points for 3rd place, 1 point for 4th place; at the end of each term the house with the most cumulative points is presented with a trophy, ribbons of the appropriate colour are attached to it and it is displayed in the entrance hall.

A house point can be awarded by any staff member to any child at any time. All staff should reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

House points link to the *'It's Good to be Green'* system which is displayed in every classroom. Each day every child starts with the *'It's Good to be Green'* card displayed since we believe that every day should be a fresh start. The following cards are placed by the pupil's name during the day, as appropriate, to indicate additional rewards for that day for exceptional behaviour which needs extra recognition:

- Well Done card – 2 house points
- *My Teacher Thinks I'm Magic* card – 5 house points and a certificate presented by the Year Leader.

When saying that a child can move up on the *'It's Good to be Green'* chart, the member of staff should reinforce the good behaviour e.g. 'You can move up on *It's Good to be Green* for waiting so patiently'.

If, during the day, every child has stayed on *'It's Good to be Green'* or better, a tick is added on the Target chart: Target 10 for Reception and KS1, Target 30 for Y3 and Y4, Target 50 for Y5 and Y6 (Appendix 14). Once the class reaches the target the class has earned a reward of extra playtime with special equipment (e.g. parachute):

- R, Y1 and Y2 = on Garwood Court for 20-30 minutes
- Y3 and Y4 = on the school field for 30-40 minutes
- Y5 and Y6 = at Hacton Park for 1 hour.

Other rewards:

- Year leaders and members of the senior leadership team may allocate a sticker to individual pupils who are referred by members of staff for producing an exceptional piece of work. A small certificate may also be awarded to the pupil to share with their parents/carers.
- A 'Pupil of the Week' from every class, nominated by the class teacher, also receives a certificate and sticker in the Celebration Assembly on a Friday.

- A 'Lead Learner' is chosen by the class teacher at the end of each term; this is for a child who has demonstrated the school's Core Values consistently. Parents/carers are invited in to the Lead Learner assembly to see their child presented with a certificate and badge.
- A 'Values Champion' is nominated by the class teacher each week for a pupil who has demonstrated the current school value. The pupil receives a sticker and their name is displayed on the class value balloon.
- A Star Writer is chosen by the class teacher each week and is awarded a sticker. The piece of work is displayed in the class for the term and then an overall star writer is chosen each half term in each class who then has their work displayed in the main corridor.
- Star Readers are awarded stars on the Star Reader Chart displayed in the classroom. Children are awarded stars if they read 5 or more times per week. Children who consistently achieve their stars over a term receive a reward which varies.
- Excellence in the Arts Award is nominated by any teacher for a child who has been outstanding in the arts subjects e.g. music, art, drama. This is awarded weekly to any child within the school who receives a trophy to take home for the week.
- Attendance certificated are awarded at the end of terms in Celebration Assembly. Children are either awarded a bronze, silver or gold certificate.
- Other achievements such as school-related sporting and music trophies, certificates and awards are also celebrated in Celebration Assemblies.

Consequences of misbehaviour

All aspects of behaviour management within the classroom are primarily the responsibility of the member of staff in charge of the class. Successful teaching and learning is invariably dependent on the relationship between the adult(s) and their pupils and the rapport between these same children with one another.

On the rare occasions when pupils fail to comply with expectations, we have an agreed system of consequences to register disapproval of unacceptable behaviour - the *Consequences of Misbehaviour in the Classroom* (Appendix 1). Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses;
- Minimise disruption to others especially during teaching and learning time;
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied;
- Allow early involvement of parents/carers, line managers, SENDCo and support agencies;
- Do everything reasonably possible to avoid exclusion from school.

Appendices 2-20 support the *Consequences of Misbehaviour in the Classroom*.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Staff express displeasure with the **action** and never the **child** i.e. '*That was a silly thing to do because...*' and not '*You are a silly boy*'.

Children should be familiar with the consequences of misbehaviour and know what will happen next if they refuse the consequence or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable consequence given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion.

If a child is on the red, orange or yellow cards, the teacher quickly tries to catch him/her being good. His/her reward is to move one place to the right, e.g. from yellow to green. This way he/she can aim to end the day on the green card. This also allows the system to continue to be used effectively throughout the rest of the day rather than the child feeling that things can only get worse.

During assembly, children who are behaving especially well should be praised. Children who choose not to meet the expectations of behaviour will be moved to a new line at the front of the assembly, or to sit beside an adult. When their teacher collects them at the end of assembly, they will see that the child is at the front, or with an adult, and therefore needs to be moved to the left on the '*It's Good to be Green*' chart.

Teachers should make it part of the home-time routine to refer to the '*It's Good to be Green*' chart and praise all of the children who are on green or higher for their good behaviour – it's good to be green, not just ok. For example, the Reception classes use actions together to celebrate behaviour awards.

Where a child's behaviour has prevented them from completing their class work, but has not resulted in a red card, the class teacher may choose to stay with the child for up to ten minutes of their break or lunch time to enable the work to be completed.

We do not tolerate the use of inappropriate language in school. Consequences are followed as above and a letter is sent home to parents/carers so they can support the school with this issue (Appendix 13).

If any serious incident of misbehaviour occurs, above and beyond the jurisdiction of the classroom teacher (e.g. peer on peer abuse, utter defiance, fighting or the use of foul and abusive language), the SENDCo (or in his/her absence, the DHT) is immediately notified and he/she will intervene accordingly, involving the Headteacher if necessary. A Behaviour/bullying Incident Record Form (Appendix 15) must be completed by the member of staff making the referral and handed to the SENDCo/DHT so they know the details of the incident.

Where behaviours are of a serious nature or where less than 'serious' behaviour is repeated, senior leadership will increasingly become involved, along with parents/carers. As with all undesirable behaviours, the consequences for pupils will reflect the incidents with the aim of protecting all pupils. Support for those displaying negative behaviours will form part of a restorative response.

Behaviour in Reception

In Reception our children access the Early Years Foundation Stage (EYFS) Framework. This framework aims to establish positive learning behaviours and early education skills and knowledge. This includes the prime area of personal, social and emotional development. Staff understand that Reception children will be developing their ability to manage their emotions and behaviours throughout their

Reception year and beyond and that this is a key part of their overall development. Children are provided with opportunities to develop in these areas throughout their Reception year.

At Branfil, we understand that children who join us in Reception will arrive with a range of experiences from previous settings or home environments. This may make adjusting to the rules and expectations of Branfil easier or more challenging for different children. Research has shown that for young children, a nurturing approach which reinforces clear consistent boundaries and consequences is an effective way of supporting children to learn from their mistakes and to understand how to better manage their behaviour. Early intervention and support is key in helping to de-escalate and reduce unwanted behaviours.

When a misbehaviour occurs, staff will explore this behaviour with the child in an age appropriate way to help them to learn from what has happened and learn new tools to manage their emotions and behaviours appropriately. Consequences of misbehaviour may also be adjusted to reflect the level of understanding a child has and the intention behind their behaviour, especially if this the first time a child has displayed such a behaviour (i.e. a shorter reflection time, a reflective activity more suitable for the child's age and understanding).

Lunchtime behaviour

The lunchtime behaviour policy follows *'It's Good to Be Green'* as closely as possible. Appendix 17 guides the application of the policy. The Lunchtime Assistants (LAs) and Lunchtime Leader, who is also the school's *Pupil and Family Behaviour Support Worker*, record actions on a Lunchtime Incident Report Form (Appendix 16) and pass it to the class teacher at the end of lunch.

Where children have received 'orange' or 'red' cards for behaviour, these should be added, by the teacher, to the Class Record sheet (Appendix 2) in the Behaviour Folder and labelled 'L' for Lunchtime.

Restorative Approach

The school follows the restorative approach to handling differences, issues or disagreements and all staff are expected to use this system to discuss any minor issues that may arise. A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting, this basically means that instead of simply being punished as a result of 'inappropriate behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the person displaying the behaviour has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused.

Restorative Approach shifts responsibility for conflict resolution back onto the child, allowing them to learn about appropriate behaviour and how to deal with social relationships, rather than always relying on a third party. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment,

getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been damaged.

A restorative approach is based on the expectation that anyone involved in disputes or conflict must tell the truth and own up to what they have done; this shows an acceptance and understanding of responsibility. Then the approach takes the following form:

- A restorative meeting following an incident brings together all of the people involved in the dispute;
- Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again;
- Solutions may also result in a consequence.

Restorative approaches range from a quick 'restorative chat' in a corridor right up to a full classroom conference in which there may be as many as thirty people involved.

A restorative approach is highly effective because it:

- Transforms wrongdoing into a learning opportunity;
- Supports the needs of the person impacted by the behaviour;
- Creates obligations and support for the person displaying the behaviour;
- Encourages a school-wide culture of mutual respect and care.

Restorative Interventions at Branfil Primary School:

- Restorative conversations (enquiry/chat/dialogue)
- Peer mediation
- Classroom restorative conferences.

When any issue or dispute arises, children will be asked the following questions (adapted as appropriate):

- What happened?
- What were you thinking about before that happened?
- What were you feeling at the time?
- Who has been upset by what happened?
- What needs to happen to put this right?
- How are you feeling now?

A decision in relation to actions taken is made after the discussion and, where possible, the child or children are involved in this. Adults should avoid making any judgement prior to this discussion and further advice or help can be obtained from the Senior Leadership members if required.

Support Systems

Pupils whose behaviour is identified as a cause for concern can be referred to the SENDCo by a Class Teacher or Year Leader. Following assessment, an appropriate programme of intervention is scheduled, including referral to specific external agencies.

Both Pastoral Support Plans and Individual Education Plans may be written accordingly, in collaboration with parents/carers and the SENDCo for those pupils who persistently misbehave or

have Behaviour, Emotional & Social Difficulties (BESD). Relevant targets are identified, which the child is expected to meet over a prescribed period of time.

Children who display negative behaviours may be supported with Social Stories and Comic Strip conversations.

Serious incidents that occur during lunchtime are recorded and referred to the relevant class teacher by the Mid-day Assistants. The class teacher may then refer pupils to the SENDCo, depending on the severity of the situation.

Parents or carers are contacted, if deemed necessary, when the SENDCo's supportive intervention is required to address an issue of misbehaviour. Branfil Primary School appreciates the significance of a harmonious relationship with the home and is always keen to foster and strengthen this partnership.

Child on Child Abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers. Staff must encourage children to report behaviours or incidents that have made them feel uncomfortable. Staff must understand that even if child on child abuse has not been reported, it may still be happening. Incidents must not be downplayed or dismissed as this can result in a culture where unacceptable behaviours are normalised.

All staff should be aware of safeguarding issues from child on child abuse including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence or sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting
- initiation/hazing type violence and rituals

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences;
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm.

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives;
- Exposure to domestic abuse or witnessing or suffering abuse;
- Educational under-achievement;
- Involvement in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside the

Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use the Safeguarding & Child Protection Policy to inform their decisions. All incidents must be recorded on MyConcern. Serious concerns must be reported immediately in person to the DSL, with My Concern being completed as soon as possible.

Harmful sexual behaviour (HSB) is an umbrella term that describes a range of sexual behaviours. Hackett *et al.* (2016; p.12)¹ define HSB as “*sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult*”. This definition captures a range of behaviours, both offline and online, such as sexualised, gendered or sexist name calling, sexual image sharing without consent, unwanted sexual touching, sexual assault and rape.

Sexual behaviours are seen across a continuum ranging from normal and appropriate sexual behaviours that are expected from people of a certain developmental age through to sexual behaviours that are inappropriate, problematic, abusive or violent.

When considering how to respond to Harmful Sexual Behaviours, school staff, alongside the Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use Hackett’s Sexualised Behaviours Continuum (see appendix 20) to guide them. Advice can also be sought from Barnardo’s TIGER Service (TIGER stands for Trauma Informed Growth and Empowered Recovery; Barnardo’s unique evidence-informed and evaluated trauma-informed approach. They work with children, young people and their families where there are concerns around child sexual abuse, assault and exploitation and harmful sexual behaviours.)

All incidents must be recorded on MyConcern. Serious concerns must be reported immediately in person to the DSL, with My Concern being completed as soon as possible.

Online Behaviour

Pupils are educated in online safety so that they stay safe online and become good digital citizens. School staff, alongside the Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use the Safeguarding & Child Protection Policy and Online Safety Policy to inform their decisions. All online safety concerns must be recorded promptly on MyConcern so the DSL is aware and staff can be instructed to take appropriate action. Serious concerns must be reported immediately in person to the DSL, with MyConcern being completed as soon as possible.

Discrimination Incidents

At Branfil, love and respect are two of our core values. We aim to educate children about diversity and difference through our curriculum, particularly the PSHE, RSE and RE curriculums, assemblies and other events. We also use tools such as *Votes for Schools* to develop children’s awareness of current issues for communities and individuals who hold specific characteristics. We have developed a Difference and Diversity pupil council that participates in our School Parliament. We believe that through these actions we will develop a culture where children understand that prejudice based and discriminatory based behaviours or bullying are not acceptable and will not be tolerated, therefore helping to prevent these behaviours from occurring.

Any discriminatory behaviour (in relation to age, disability, sex/gender, race/ethnicity, religion/belief, sexual orientation, gender reassignment) must be reported immediately to a senior leader in person, then be recorded on MyConcern as soon as possible. Such incidents are to be treated with the utmost

seriousness. An investigation needs to be carried out immediately, led by the DSL. Use of '*It's Good to be Green*', or other consequences, are not appropriate. Education of the alleged person displaying the behaviours and the restorative approach should be used in the first instance. Consequences would be appropriate if behaviour is repeated. Parents/carers will be informed, where appropriate.

Incidents Involving Drugs or Substance Abuse

The school does not permit the possession, use or supply of any illegal or legal drug (unless authorised legal drug) which takes place within the school boundaries. This covers on or near the school premises, within the school day and during term-time, on school visits, school journeys/ residential and at school social events. These rules apply equally to staff, pupils, parents and carers, governors and those working in and visiting the school.

In line with our safeguarding policy, staff will report incidents involving drugs to the Designated Safeguarding Lead immediately, then record this on MyConcern as soon as possible. Confidentiality cannot be promised. Staff should respond to disclosures in a sensitive manner. An investigation needs to be carried out immediately, led by the DSL. The DSL will consider the evidence and nature of the incident to decide whether it is appropriate to report the incident to the police and parents will be informed as soon as possible. If appropriate, the headteacher will follow the usual Child Protection procedures.

If an individual has taken a harmful toxic substance or is otherwise at immediate risk of immediate harm (is unconscious, is having trouble breathing, is seriously confused or disoriented) medical help will be sought and first aid given if required. The priority will be the pupil's safety. Parents/carers will be notified immediately.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into *County Lines* criminal activity in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines is missing episodes, (both from home and school). It is therefore important to respond appropriately to incidents and consider if the child is a victim of exploitation and to offer support to the child and family.

Children are taught about the impact of drugs and other substances on the healthy function of their bodies within the Year 6 Science Curriculum. This message is also supported by a unit on drugs, alcohol and the law within our Year 6 PSHE curriculum which explores the associated risks of taking drugs, smoking and substance abuse.

Further details can be found in our Drugs Policy.

Use of Reasonable Force – based on DfE guidance July 2013 and KCSIE 2021

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. 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.

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

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 Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:
 - to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - to 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;
 - to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - to restrain a pupil at risk of harming themselves through physical outbursts.

- Force cannot be used as a punishment – it is always unlawful to use force in this way.

Power to search pupils without consent

- In addition to the general power to use reasonable force described above, the headteacher 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.
- Force cannot be used to search for items banned under the school rules, unless they are also prohibited items.
- The Headteacher, and other authorised staff, can look at the content of mobile phones and other devices if there is a reasonable suspicion that it contains illegal or undesirable material, including, but not exclusive to, sexual imagery, pornography, violence or bullying.

Using force

- A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
- 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; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

Staff training

The Headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities, considering the needs of the pupils when doing so.

Telling parents when force has been used on their child

Following a serious incident involving the use of force, the member(s) of staff involved will make a written record and report this to the parents/carers of the child involved.

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil’s behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child’s age.

What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated following DfE guidance ‘Use of Reasonable Force’ July 2013.

What about other 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; and
- To give first aid.

Additional Information about Physical Restraint at Branfil Primary School

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards unacceptable risk.

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted.

Any response to behaviour should be reasonable, proportionate and necessary. Staff should never react in anger. If an adult feels they are becoming angry they should withdraw to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable, proportionate and necessary, they will be supported. Parents and carers will be informed immediately when a child has been physically restrained.

When physical controls are considered staff should think about the answers to the following questions:

- Is this in the best interest of the pupil?
- Is a less intrusive intervention possible?
- Do we have to act now?
- Am I the best person to be doing this?
- Is this absolutely necessary?

If staff judge the answers to the above questions to be yes, it is likely that a physical intervention can be judged to be reasonable and proportionate.

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk.

Following a serious incident, a record must be made in the bound and numbered book stored in the Headteacher's office, completed by all staff involved in the incident. It is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action

should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid.

All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong.

For any child who presents with very challenging behaviour, a *Positive Handling Plan* (Appendix 19) should be written to minimise the likelihood of challenging behaviour and reasonable force. The plan follows the Havering Positive Handling Plan format.