

# Beaufort Primary School

## Behaviour and Discipline Policy



## Beaufort Primary School Behaviour and Discipline Policy

At Beaufort Primary School we believe that every member of the school community has the right to feel valued and respected. We aim to create a welcoming, caring environment where relationships are based on respect. Children's wellbeing is at the centre of our life in school and the key to academic success. We have high expectations for every child and are committed to providing a safe and secure learning environment for every child in our school.

We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, staff, governors and parents/carers.

We believe that we make a difference by creating a safe, healthy and stimulating environment of quality provision where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Our aim is to raise children's aspirations and to widen their horizons through a context rich curriculum that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community. We see excellence in teaching and enjoyment in learning as the foundation for success in life. Learning is strongest when those involved with learning commit energy, focus on a real goal, do not give up and work hard to overcome obstacles.

Above all, we aim to develop positive, confident, reflective children who:-

- take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose;
- understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong;
- are able to think creatively and independently in order to have aspirations for the future;
- are proud to be part of British society.

### **Aims of the policy**

- Create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all pupils know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.
- Allow pupils to take ownership for their learning and have a pride in their work and achievements.

At Beaufort Primary School , we want to help pupils grow up with a clear view of what is right and wrong and an appreciation of the needs of others and society around them.

We, as adults, are the role models for the pupils and take this responsibility very seriously in that we endeavour, at all times, to treat each other and the children as we, ourselves, would wish to be treated.

## **Organisation of the Behaviour and Discipline Policy**

This policy includes the following:

- Day to day expectations of behaviour
- Rewards and sanctions
- Support for children presenting challenging behaviour
- Anti bullying
- Searching and confiscation
- The use of reasonable force

## **Expectations of staff**

We expect all staff to recognize;

- Good behaviour is an essential condition for effective teaching and learning to take place;
- Effective teaching, learning and assessment supports good behaviour;
- High self-esteem promotes good behaviour, effective learning and positive relationships;
- Independence and self-discipline is promoted so that each pupil learns to accept responsibility for their own behaviour;
- There must be a clear consistent positive approach to behaviour throughout the school on a daily basis;
- Clear codes of expected behaviour and positive feedback when pupils are behaving well must be communicated;
- Respect for their own and each other's belongings and taking pride in our environment should be promoted at all times;
- Every pupil should be made to feel valued regardless of disability, nationality, ethnicity, culture, gender or sexuality.

All staff have the responsibility of ensuring that these key features are promoted throughout the school day.

## **British Values**

As a school we incorporate these values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are discussed with pupils through assemblies and within class.

## Our School Code of Conduct

At Beaufort we believe we should: -

Be kind and honest

Respect the feelings of others

Do our best and believe in ourselves

Take pride in our work and our school

### **Our Classroom Rules:**

Classroom rules are negotiated at the beginning of the year with each class. They are referred to throughout the year and children are expected to follow them so that every child has a positive learning experience in the classroom.

### **Our Playground Rules:**

- Always ask an adult if you need to go inside.
- Always speak to an adult if there is a problem.
- Stay in your playing area where you can be seen by an adult.
- Move to your line quietly and sensibly when the bell is rung.

### **In partnership with parents/carers**

- Parents/carers have a vital role in promoting and supporting good behaviour and so effective home/school liaison is very important.
- It is important that staff work alongside parents/carers to manage appropriate behaviour and attitudes to learning as documented in the Home/School Agreement (see appendix A).
- We ask parents/carers to sign and return the Home/School Agreement to demonstrate their support.
- We expect parents/carers to support the actions of the school when consequences are imposed to give a consistent message to pupils.
- As a minimum we expect every pupil to have an attendance of 95% and to be in school on time.

### **Expectations of pupils**

We expect all pupils in our school to;

- follow the school's Code of Conduct as well as their own class agreed rules;
- have high expectations of behaviour;
- be involved in their own learning;
- learn to understand that they are responsible for their own actions;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- learn to sort out disagreements and frustrations sensibly and constructively;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times;
- respect the school's environment and belongings;
- take care of their belongings and those of other children;
- show respect to each other;
- act with equal respect to all staff.

## Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/herself.

We encourage good patterns of behaviour by;

- as a school communicating clearly to pupils what is expected of them;
- praising children when we see good behaviour (this can be done using non-verbal signals, positive verbal comments or positive written comments);
- focusing on the positive behaviour;
- giving pupils responsibility e.g Special person, Lunch-time Buddies, School Council,
- referring to and consistently applying school and classroom rules;
- matching expectations and activities to individual children's age, needs and development;
- recognising achievements with certificates in achievement assemblies;
- regularly informing pupils' parents/carers of good behaviour or achievement ;
- encouraging pupils to think about others through whole school assemblies and the wider curriculum.

## Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Rewards used at Beaufort include the following:-

- Staff may give small privileges to pupils who behave consistently well and to pupils who otherwise have made a special effort to do so. These may include a pupil doing a special task, showing their work to other members of staff, being asked to represent their class.
- Staff will reward good behaviour or achievement through the use of school lottery tickets, ticks in the smiley face and a Special Person award each day.
- When appropriate, staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be acknowledged in the Star and Superstar Assemblies where a Certificate of Achievement is awarded.
- Pupils' parents/carers will also receive a postcard home outlining their child's achievements.
- Weekly Afternoon Tea with the Headteacher is a reward for a representative from each class who was selected from the school weekly lottery
- Class stars will be awarded when the class works well as a team - e.g. leaving assembly sensibly. When each class has collected 10 stars this will lead to golden time or a chosen treat.
- Receiving special achievement stickers from the Headteacher and Deputy Head.
- Good news phone calls home.

## Unacceptable Behaviour

Our behaviour expectations demonstrate that we will not accept:

- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, cyberbullying, threats and intimidation. (*see Anti-bullying Policy*)
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Abusive language to anyone
- Damage to property

## Sanctions

Consequences of poor behaviour:

- **Verbal / non-verbal warning**: Examples include: not doing work, day dreaming, sulking, not listening, work avoidance tactics.
- Name on the '**sad face**' board if after verbal warning the behaviour persists.
- **ONE CROSS against name**- if behaviour persists the child will **move away from others to work on their own in the classroom**. A child can be moved straight to this sanction for any of the following behaviours: tantrum, lying, openly defying adults, kicking, spoiling others' work, tormenting others, deliberately falling off chair and throwing things.
- **TWO CROSSES against name**- if behaviour persists/escalates the child will be sent to **another classroom** with a child or adult with a 5 minute timer for time out to think about their behaviour.
- **THREE CROSSES against name**- the child will be sent to **headteacher or deputy head**.
- A phone call will be made to parents/carers outlining the incident that led the child to being sent to the head or deputy. The school will monitor how many occasions the child has reached this consequences level of the behaviour policy.
- Where behaviour does not improve or where a serious incident occurs the head / deputy will contact parents/carers by phone or letter asking them to attend a meeting to discuss their child's behaviour.
- Behaviour books and Files will be used to monitor individual pupils' behaviour throughout the day and this book will be sent home daily to communicate with parents. This is a short term intervention. The books are colour coded - red, orange and green. Children will move to the green book if it is considered their behaviour has improved over a three week period.
- Behaviour files are used to monitor those pupils who are at high risk of exclusion. A teaching assistant is allocated to act as a mentor for the child. The mentors role is to set targets with the child, discuss the logs

## Early Years Unit

Sanctions will involve a simple set of procedures which apply over every session:

- 1) Verbal warning (x2)
- 2) Remove child from activity / situation to sit on the 'thinking chair'
- 3) Return child to activity if behaviour is changed (incident closed)
- 4) If unacceptable behaviour persists the child will stay with an adult for additional support - positive play / distraction from focus of concern.
- 5) Teacher or Assistant Head Teacher (AHT) to contact parents/carers

## Lunchtimes and Playtimes

The school's Behaviour Policy is based on positive behaviour management and it is important that our pupils perceive the management of rules, rewards and sanctions to be fair and consistent. Lunchtime Supervisors and Teaching Assistants play an important part in managing pupils' behaviour and can make a big difference to a pupil's day. Pupils should be rewarded for behaving appropriately.

Positive consequences from lunch time staff include:

- Verbal praise
- A lottery ticket
- A lunchtime/playtime responsibility

Negative consequences may include:

- Warning
- 2<sup>nd</sup> warning
- Time out of activity
- Referral to SLT

Pupils are expected to follow the school agreed Playground Rules (see appendix B). Lunchtime Supervisors and Teaching Assistants are responsible for dealing with any negative playground behaviour in a fair and consistent manner. Any very serious incident may be passed on to the teacher or senior leader on duty.

### **Support and monitoring**

We work with a range of strategies for promoting good behaviour for all pupils. We discourage inappropriate patterns of behaviour by;

- Focussing on the positive behaviour taking place;
- Non-verbal signals
- Verbal warnings reminding the children of aims and expectations providing an alternative to their unacceptable behaviour
- Discussions with the pupil about why the behaviour is unacceptable and explaining the consequences of further poor behaviour, giving choices.
- Agreed targets and rewards charts developed with class teachers or members of the SLT.

If appropriate a behaviour book may be used, which involves the parents/carers in supporting school to modify their child's behaviour. The pupil will agree to specific, achievable behaviour targets over a limited period of time (usually 2-3 weeks Red, Amber, Green ). Their behaviour for each day is logged in the behaviour book and sent home daily to keep parents/carers informed. If appropriate, a reward may be agreed upon the successful achievement of the targets. After the agreed period the pupil's behaviour is reviewed.

### **One to one or Friendship or playtime session support with our Pastoral Worker**

If further support is needed a behaviour plan will be drawn up to support the pupil to improve their behaviour. The child's parents/carers may be asked to contribute active support to the plan. This plan will be reviewed at agreed times.

Additional interventions will be considered including:

- Extra adult support
- Completing an Early Help Assessment with parent/carers
- Advice from the Behaviour Support Team or other external agencies (e.g. Educational Psychologist)

Formal meetings, with parents/carers and other agencies when appropriate will be arranged by the Headteacher/Deputy Head to consider the best ways forward. This may include

- Consideration of a request for a statutory assessment on the basis of social and emotional support.
- Modified timetable with the support from outside agencies
- Managed move

### **Exclusion**

A fixed or permanent exclusion is the last resort after a range of measures have been tried to improve a pupil's behaviour. A decision to exclude a pupil for a fixed period may be taken in response to breaches of the school's Behaviour Policy, including persistent disruptive behaviour. If this occurs parents/carers may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Headteacher or the Deputy Head.

Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If a child is excluded for a period of less than 5 days the school will provide work - it is the parent's/carers responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the Local Authority will contact parents/carers with details of the day 6 provision.

### **Anti-bullying**

Bullying is a serious form of misbehaviour. Bullying is usually characterised by:

- Dominance of one pupil by another or group of others
- Premeditation
- A pattern of behaviour rather than an isolated incident - Several Times On Purpose (STOP)
- Repeated racial harassment

Bullying incidents are logged by the school and monitored by the Headteacher and Governors. Bullying will not be tolerated at Beaufort Primary School. (Refer to school Anti-bullying policy).

### **Searching and confiscation**

The Headteacher, Deputy Head and Assistant Heads have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline (see appendix C).

### **The use of reasonable force**

The use of physical intervention is rare and wherever possible is avoided. However, there may be occasions where the use of reasonable force or physical restraint is appropriate; for example if a pupil is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded (see appendix D). The Deputy Head/SENCo has undergone MAPA training.

**Equal Opportunities (see Equal Opportunities Policy)**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

**Assessment and Reporting**

Following any incident where a pupil is aggressive, violent towards another child or a member of staff, a violent/aggressive behaviour incident form (see appendix E) will be completed and monitored by the Headteacher or Deputy Head.

**Appendices**

**Appendix A - Home School Agreement**

**Appendix B - Playground Expectations**

**Appendix C - Searching and confiscation**

**Appendix D - The use of reasonable force**

**Appendix E - Recording of Violent/ Aggressive incidents form**



This is the Agreement between  
Parents/Carers, Pupils and School

for \_\_\_\_\_

## Our Commitment

We demonstrate our commitment to working as a caring school in a learning community by striving to:

- Encourage children to do their best at all times
- Ensure your child's physical and social well-being at all times, and to foster feelings of confidence, self-worth and belonging.
- Providing the best possible learning environment that is safe, attractive and caring
- Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.
- Provide a range of after school extracurricular activities designed to enrich your child's experience.
- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child's learning needs.
- To actively welcome parents/carers into the life of the school and to ensure that teaching staff are always available, by mutual arrangement, to discuss any concerns you might have about your child's progress or general welfare.
- Keep you informed about the school's policies and guidelines on behaviour and equal opportunities, other general school matters and about your child's progress in particular
- Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these at given meetings where appropriate.

Signed..... Headteacher

### Parents'/Carers' Commitment

I/We undertake to:

- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child wears their school uniform
- Ensure that my child arrives and where appropriate is collected promptly at the beginning and end of the school day.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Support my child in his/her homework and wherever possible promote opportunities for home learning.
- Attend parent/carer/teacher meetings to discuss my child's progress at school.
- Ensure that my child has suitable PE kit for PE lessons and swimming kit as appropriate
- Give permission for my child to use the internet at school during ICT lessons sign and return the parental permission document

Signed..... parent/carer Date.....

Signed..... parent/carer Date.....

## Child Expectations

To make the most of my time at Beaufort Primary School, I will make sure that I will:

- Always try to do my best in my lessons.
- Always try to remember to be polite and thoughtful towards others.
- Come to school regularly and be on time.
- Keep to the school behaviour expectations.
- Do my homework on time and bring it back to school.
- Bring all the equipment I need every day.
- Wear my school uniform and represent my school well.
- Talk to an adult in school if I have any worries or concerns.

(part of school induction)

# Playground Expectations

Be kind and respectful to **everyone**

- Share and take turns
- Use good manners
- Stay where an adult can see you
- Look after the playground equipment by using it appropriately and safely
- Keep our playground tidy by using the bins provided
- Move to your line quietly when the whistle is blown/bell rung
- Line up quietly and sensibly



### Searching and confiscation

The Headteacher, Deputy Head and Assistant Heads have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

#### **Searching with consent**

Schools' common law powers to search:

School staff can search pupils with their consent for any item which is banned by the school rules.

- The school does not need to have formal written consent from the pupil for this sort of search - it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
- Items which are banned in school include, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanctions as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff - in such circumstances, schools can apply an appropriate disciplinary penalty.

#### **Searching without consent**

What the law says:

- 1. *What can be searched for?***  
Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').
- 2. *Can I search?***  
Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:
  - you must be the same sex as the pupil being searched; and
  - there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.
- 3. *When can I search?***  
If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Authorising members of staff**

The Headteacher, Deputy Headteacher and two Senior members of Staff are authorised to use these powers.

- Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

### **Location of a search**

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil. The powers only apply in England.

### **During the search**

Extent of the search - clothes, possessions and trays

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control - this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.
- Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

### **Use of force**

Reasonable force may be used by the person conducting the search.

## **After the search**

### **The power to seize and confiscate items - general**

#### **What the law allows:**

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Items found as a result of a 'without consent' search**

#### **What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they must retain it for return to the parent/carer.
- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

### **Telling parents/carers and dealing with complaints**

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search, however as good practice the sheet attached will be completed whenever a search and/or confiscation has taken place.
- The school will always inform the individual pupil's parents/carers where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
- Complaints about screening or searching will be dealt with through the normal school complaints procedure.

# Beaufort Primary School

## Search and confiscation Record

Name of child: \_\_\_\_\_

(Male/Female)

Class: \_\_\_\_\_

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

- 1.
- 2.

Items found

Other agencies involved - please list with name and title

Parents/carers contacted

Date:

Time:

**Sanctions/Next steps**

**Meeting with parents/carers and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

## The use of reasonable force

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

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain (see restraint policy). 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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.

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

**Schools cannot:**

- Use force as a punishment - it is always unlawful to use force as a punishment.

**Telling parents/carers when force has been used on their child**

All incidents of reasonable force are recorded in order to support the child and staff involved (see attached sheet).

**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.

For details of what happens if a parent/carer complains when reasonable force is used on their child refer to the Complaints Policy.

**Beaufort Primary School  
Use of Reasonable Force Record**

**Name of child:**

**(Male/Female)**

**Class:**

**Reason for the use of reasonable force**

**Witnessing adults:**

**Names of staff using reasonable force**

1.

2.

**Parents/Carers contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

Beaufort Primary School

Recording of Violent/ Aggressive incidents

**Name of child:**

**Class:**

**Date:**

**Location:**

**Time:**

**Adult reporting incident:**

**Witnessing adults:**

**Adult dealing with incident:**

**Details of incident:**

**Sanctions/Next steps**

**Meeting with parents/carers and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**