



BEHAVIOUR AND RELATIONSHIPS POLICY

“Fairness does not mean everyone gets the same. Fairness means everyone gets what they need.”

Rick Riordan (Author), The Red Pyramid

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OUR APPROACH

Behaviour is a form of communication.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Putting relationships first.

This requires a school ethos that promotes strong relationships between staff, the children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Maintaining clear boundaries and expectations around behaviour.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within our school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'consequences' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

Not all behaviours are a matter of 'choice'

Not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.

Behaviour must always be viewed systemically and within the context of important relationships

(i.e. a relational communication pattern rather than an internal problem). Encouraging parental/carer engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.

PRINCIPLES

Thomas's Academy believe that good behaviour and good discipline are the result of consideration for others is encapsulated in the Academy Cornerstone "Be Kind".

The School Values further support the development of pupils and their behaviour. Our values are addressed in all lessons, assemblies.



Our Golden Rules (Code of Conduct) is a shared expression of expectations for pupils, staff and parents.



- To create a positive ethos within the school based on a sense of community and shared values.
- To promote high standards of behaviour among staff, pupils and parents.
- To encourage staff to recognise and praise good behaviour.
- To make distinctions between minor and more serious misbehaviour and respond accordingly.
- To use personal, social and health education as a means of promoting mutual respect, self discipline and social responsibility.
- Make sure that rewards and consequences are fairly and consistently applied throughout the school.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidents are not referred to and should focus on the way forward.
- Help the growth of acceptance, empathy and consideration in members of the school community.
- Ensure the safety and well being of all members of the community and the environment in and out of class (including transitioning around the school).
- Be fully inclusive
- Be protected against any form of physical intervention which is either unnecessary, inappropriate, excessive or unlawful.

ROLES AND RESPONSIBILITIES

The role of the Senior Leadership Team

- reviewing and approving this behaviour policy
- ensuring the policy is implemented effectively
- ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure expectations are maintained and rewards and consequences are applied consistently.

- Lead on the usage of CPOMS and monitor this regularly, including 'actioning' incidents according to this policy
- ensuring that staff are appropriately trained to enforce this policy including the use of physical intervention, and that authorised staff are trained in how to lawfully and safely carry out searches for prohibited items.

All members of staff are responsible for:

- implementing the Behaviour Policy fairly and consistently
- modelling expected behaviour and positive relationships around the school
- ensuring that the school values are enforced in their classes, and that pupils behave in a responsible manner during lesson time
- ensuring that quality first teaching applies to all lessons. Lessons must be well planned, organised and inclusive for ALL pupils
- promoting good behaviour throughout the school community
- challenge pupils to meet the school's expectations and maintain boundaries of acceptable conduct
- providing a personalised approach to the specific behavioural needs of particular pupils
- All staff support children in understanding their feelings and in making decisions on how to behave when they are distressed.
- All staff set an example by dealing with situations calmly, without losing their temper or shouting. They treat each pupil fairly and enforce the classroom rules consistently.
- If a pupil makes poor behaviour choices in class, the class teacher should deal with the incident. Support is of course available, however the emphasis should be on the class teacher finding solutions within the classroom context.

The role of parents

- support their child in adhering to the school's *Golden Rules*
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- The school works collaboratively with parents and carers, so pupils receive consistent messages about how to behave.
- We expect parents/carers to support their child's learning, and to cooperate with the school. We build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences to reprimand a pupil, parents/carers should support the actions of the school.
- If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy or Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented involving the Governors.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the head teacher in carrying out these guidelines. The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
- It is the responsibility of the governing body to monitor the rate of exclusions and racist incidents, and to ensure that the school policy is administered fairly and consistently.

WHOLE SCHOOL BEHAVIOUR STRATEGIES AND EXPECTATIONS

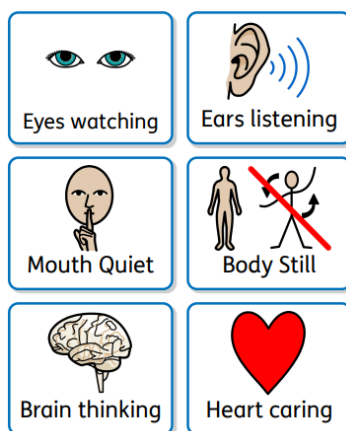


It is expected that children walk around the school calmly, referring to the Green Zone posters that are throughout the shared area of the building.

A primary driver of children's behaviour in class is teacher expectations. We have very high expectations of all pupils at all times and we expect pupils to try their best in all activities. A clear hierarchy of consequences is used when behaviour fails to meet these expectations:

- Whole Body Listening posters up in class

Whole Body Listening



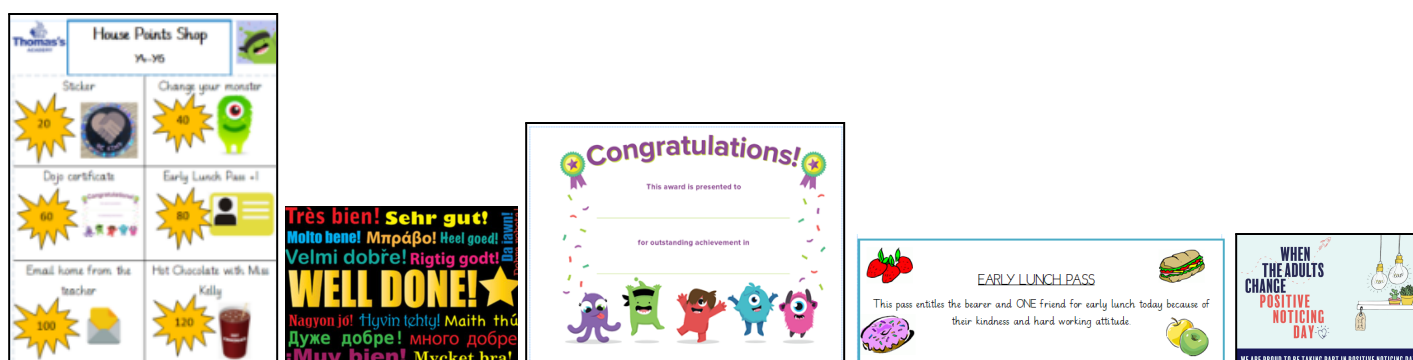
- Zones of Regulation conversation with children. Toolkit visible in the classroom. Emotion coaching required to settle children back into the Green Zone.

The **ZONES** of Regulation®

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad Sick Tired Bored Moving Slowly		Happy Calm Feeling Okay Focused Ready to Learn		Frustrated Worried Silly/Wiggly Excited Loss of Some Control		Mad/Angry Terrified Yelling/Hitting Elated Out of Control	

PRAISE AND REWARDS

Will usually be in the form of: Spoken praise, including positive reinforcement – nods, thumbs up, smiles etc, House Points (issued by adults or nominated by other children), certificates and stickers/class incentives (to be simple as to avoid too many reward schemes running in each class)/House Points Shop, sharing work with others including the Head Teacher, *Learn to Learn* and *Values* certificate presented in weekly Celebration Assembly, 'Well Done' Flyers. We also celebrate *Positive Noticing Day* every year as part of a national initiative to strengthen our learning culture, relationships and sense of community, and embed positive noticing throughout the year.



CONSEQUENCES

- The [restorative approach](#) focuses on building positive relationships, learning from mistakes and is fully inclusive. It is based on the idea that we all have the right to feel safe at all times and that this includes staff as well as pupils. Often, when speaking with children about misbehaviour if adults change their language to positive, rather than instructional, we regularly see the desired behaviour immediately. For example, 'Good sitting everyone'.
- At all stages, consequences are non-judgmental and the approach must centre on the behaviour, not the child. In incidences of low-level disruption (such as speaking out of turn) an informal **restorative conversation** should take place and the child made aware they are breaking a Golden Rule. Staff wear cards similar to those below to act quickly on misbehaviour, to avoid the need of a consequence.



- Children who break the *Golden Rules* will be given **no more than two reminders**. These will be recorded **discreetly** in a class behaviour book (by teaching adult or supporting adult)
- Once on their third reminder, the child will be given **time out within class** (one minute for each year of a child's life). **This time must be used proactively to allow a child to reflect on their behaviour quietly.**
- Following the consequence, the next session becomes a fresh start for the child, with a clear expectation that the unacceptable behaviour won't happen again

- Aggressive/dangerous behaviour will result in an immediate sending to SLT office (emotion coaching language used and restorative conversation when child is ready)
- **Repetitive disruption to learning** will not be accepted and will result in a transfer to another classroom, to allow the rest of the class a break from the negative behaviour and to complete a regulation activity with an adult. (Children in Years 3 – 6 must complete their transfer to another classroom with learning to complete or a self- reflection activity. Due to ignoring numerous warnings, parents/carers will be contacted.) This is then recorded on CPOMS.
- It may be necessary for staff to keep a log of low level repeated behaviour in order to identify patterns.
- When children are sent to complete work in another classroom, children will be escorted to and from their class by an adult from their class.
- All **serious** behaviour incidents will be recorded on CPOMS and categorised accordingly. The Head Teacher or Deputy Headteacher will be informed of all serious incidents involving physical and discriminatory behaviour.

INCLUSIVE APPROACH

Despite the consistent application of the strategies outlined in this policy, some children may nevertheless continue to be unable to manage their emotions independently OR have attachment and trauma issues that will affect their behaviour, impacting negatively on their own learning and on that of those around them. In these circumstances it is necessary to differentiate our approach to behaviour management for these children. The positive behaviour strategies outlined previously should still be consistently applied for the rest of the class.

Thomas's Academy does not discriminate against pupils, in line with Part 6 of the Equality Act 2010, nor do we undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The school acknowledges its legal duties in respect of pupils with special education needs and disabilities.
Reasonable adjustments will be made for disabled pupils and pupils with special educational needs.

Each month the Safeguarding Team meets and, as a part of the meeting, will discuss any concerning behaviour. They will determine whether a **Positive Behaviour Plan** is necessary and closely track the child's behaviour using an [ABC tracker](#). The ABC tracker will help to identify triggers and if there are any patterns to the child's behaviour. The Deputy Head and/or SENDCO will provide support and advice at this stage, and will involve parents in the process if necessary.

Once the need for a Positive Behaviour (PBP) is agreed, the class teacher, parents/carers and SENDCo meet to draw up the Plan. Pupils that have been identified as having SEND, may also have individualised behaviour strategies/tools identified in a Positive Behaviour Plan alongside their Record of Development (RoD). This is drawn up in a meeting between the SENDCo and class teachers and shared with parents for their approval.

Positive Behaviour Plans are written for any pupil whose behaviour represents an ongoing risk to themselves or others. These plans seek to predict the triggers and provide clear steps to prevent the targeted behaviours. It also identifies the steps that should be taken by staff when responding to the challenging behaviour for this specific child. Staff to speak to the SENDCo for advice on this.

If the PBP fails to have the desired impact, then the school will seek the support from outside agencies, such as:

1. ELSA(Emotional Literacy Support Assistant)
2. EMHP (Education Mental Health Practitioner)
3. Primary Outreach Team- OAT (Behaviour Support)
4. INSPIRE- Specialist teacher team for ASD
5. CAMHS (Children's and Adolescent Mental Health Service)
6. Educational Psychologist

EXTREME/SERIOUS BEHAVIOUR

For serious behaviours such as violence, severe damage to property, homophobia, racism or bullying, the Head Teacher will be informed. In these cases, internal exclusion may be used. Appropriate work is set for the child to do individually and take place with correct supervision in a place away from the child's regular school peers. Children may also take lunch and break away from their peers. Time periods for internal exclusion should be fair and can only be set by the Head teacher or Deputy Head teacher, with agreement from the Head Teacher.

EXCLUSIONS

The school's Exclusion Policy provides detail. In summary, the Head Teacher will make the decision to suspend or permanently exclude a pupil on disciplinary grounds however will consult with other members of SLT. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. The Head Teacher will take the pupil's views into account, considering these in light of their age and understanding before deciding to exclude, unless it would not be appropriate to do so. Reasons for exclusions include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school

The Head Teacher may exclude a pupil for one or more fixed periods, for up to forty five days in any single school year. The minimum exclusion period is half a day. In severe circumstances the Head Teacher may exclude a pupil permanently. If a pupil is excluded by the Head Teacher, the pupil's parents must be informed immediately, giving reasons for the exclusion. This must be communicated both in writing and verbally. The Chair of Governors will also be informed of the decision. The parents of the excluded child must also be informed of their right to appeal against the exclusion and how to make such an appeal. The Head Teacher will also inform the local authority and give notice of the time period and reasons for the exclusion.

BULLYING

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

The school's anti-bullying policy provides detail in relation to this area. **The Head Teacher** has overall responsibility for Anti-Bullying at Thomas's Academy. Incidents of bullying are taken very seriously at Thomas's Academy. We recognise that bullying can take many forms and can affect any child.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

The Anti-Bullying Coordinator is the Deputy Head Teacher and is responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour
- Leading on curriculum development (PSHE)

PHYSICAL INTERVENTION

The Positive Handling (Physical Intervention) Policy has more detail about this area. For summary, any contact by an adult must meet the one criteria **that it is solely in that child's best interests to do so** (ref, Children Act, 1989). Reasonable force should never be part of a general regime. Schools cannot use force as a punishment, this is unlawful. All members of staff have the power to use reasonable force in the following circumstances.

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. 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. 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.

The legal provisions on school discipline provide members of staff with the power to use proportionate force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

The Academy accepts that there are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary such as:

- by members of staff with experience in managing difficult, aggressive and violent behaviour
- When staff have good grounds for believing that immediate action is necessary
- when all other courses of action with regard to control have been tried the situation has developed so rapidly and to a degree that restraint has to be employed as the only justifiable response

In the event of a violent or aggressive act from a pupil, staff are encouraged to evacuate the classroom and seek immediate support from another member of staff or SLT.

Where force has been used, staff should complete a neutral notification which will be followed up by the Head Teacher or Deputy Head Teacher. Parents will be informed where force has been used.

SEARCHING AND CONFISCATION

Whilst the Head Teacher or staff member authorised by the Head Teacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, the preference is to initially speak to children about this and then to call parents for them to ensure a child is not in possession of an item listed below:

- knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, vapes, fireworks, pornographic images or articles that a member of staff suspects has been or is likely to be used to commit an offence or cause harm.

Staff should refer to the *DfE advice: Searching, Screening and Confiscation (July 2022)* for guidance before carrying out a search.

- The member of staff conducting the search must be the same sex as the pupil being searched, and a second member of staff and ideally a parent/carer must be present to witness the search. Where this is not possible, refer to the DfE advice for exceptions to this rule.
- The member of staff must explain the reason for the search taking place and seek co-operation.
- Where a pupil does not cooperate, reasonable force may be used for prohibited items. Force cannot be used to search for items banned under the school rules.
- Strip searches can only be carried out by the Police with an appropriate adult. The school retains a duty of care for the pupil and should advocate pupil wellbeing at all times.
- Search of the pupil's outdoor clothing, pupil's bags, lockers and school desks is appropriate.

- If there is a real belief that the pupil is concealing illegal substances or weapons then the Police will be called and the searching left to the Police. Every effort should be made to contact the parents prior to this.
- Staff may examine any data or files on an electronic device confiscated as the results of a search, if there is good reason to do so. When an incident might involve an indecent image/video of a child, the device should be confiscated and the member of staff avoid looking at the content and refer to the Designated Safeguarding Lead (DSL). Refer to the Online Safety Policy for details on responding to an e-safety incident.
- The DSL or a deputy DSL should be informed of any search where the member of staff has reasonable grounds that the pupil was in possession of a prohibited item (as outlined above). Where the search has revealed a safeguarding risk, the DSL or a deputy DSL must be informed immediately.
- Parents/ carers must be informed as soon as practicably possible, that a search has taken place and the outcome

Members of staff may confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline. All searches should be recorded on the 'Search of child Log' (Google Form) and then added onto CPOMS. Details recorded on the log, will include the name of the pupil, ethnicity, SEND, the date, time and location of the search, who conducted the search and other people present, what was being searched for and the reason, any items found and follow-up action.

HARASSMENT AND CHILD ON CHILD ABUSE

The school is committed to providing pupils with a learning environment free from harassment and ensuring all pupils are treated, and treat others, with dignity and respect. Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment. Harassment may involve conduct of a sexual nature or it may be motivated by someone's particular characteristics, for instance disability, gender reassignment, race, nationality, religion or sexual orientation. A person may be harassed even if they were not the intended target.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. Our school recognises that children are vulnerable to, and capable of, abusing other children. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be accepted or passed off as part of "banter" or "having a laugh" and we understand that non-recognition/downplaying the scale and scope will lead to a culture in our school of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child on Child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Bullying
- Radicalisation

- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)

Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the Anti- Bullying Policy, Child Protection Policy and Online Safety Policy.

PARTNERSHIP WITH PARENTS AND CARERS

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting, a telephone call or a letter. We may use these methods to discuss children's behaviour or work.

Individual children may have targets which we would ask parents/carers to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child. We want our children:

- To be happy and feel confident in school
- To choose good behaviour all of the time
- To be assertive yet respectful

The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, "Stop it, I don't like it".

The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns. We want to build on the strong partnership between home and school:

- By keeping parents/carers informed of good work and good behaviour
- By letting parents know if their child continues to misbehave repeatedly or acts in a way that seriously breaches our behaviour expectations

The very large majority of parents/carers work in cooperation with staff at Thomas's Academy for the benefit of our children. However, it must be noted that the governing body will not accept any form of verbal abuse or unacceptable behaviour towards staff from another adult and if such an incident should occur, they would be excluded from the school site under Section 547 of the Education Act 1996.

Keeping the school informed

Staff want to know at an early stage of any concerns that parents/carers or a child may have. Staff will endeavour to explore the concern as soon as possible and request that parents/carers contact their child's class teacher in the first instance. Parents/carers may use the class email to contact class teachers. Concerns will be investigated and reported back to parents/carers in a timely manner.

MONITORING

Behaviour data is monitored by the Head teacher and Deputy Head on a termly basis at a school, year group and individual level to identify any trends, and possible factors contributing to the behaviour including system problems or failure to provide additional support. The school will also analyse data by protected characteristic to help inform policy and ensure the school is meeting its obligations under the Equality Act 2010. Pupils are asked about their experience of behaviour and the school's behaviour culture through pupil surveys and the School Council. Feedback will be used to support the evaluation of the policy.

This Behaviour Policy will be reviewed by the Head Teacher and Deputy Head teacher every year and openly discussed in a staff meeting. At each review the policy will be approved by the Governors.

LEGISLATION AND GUIDANCE

This policy pays due regard to the following statutory guidance and other government advice.

DfE Statutory Guidance 'Keeping children safe in education' (September 2022)

DfE Sexual violence and sexual harassment between children in schools and colleges (September 2021)

DfE Advice 'Behaviour and discipline in schools' (July 2022)

DfE Advice 'Supporting pupils with medical conditions at school' (December 2015)

DfE Advice 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)

DfE Statutory guidance "Special education needs and disability (SEND) code of practice 0 – 25 years (January 2015)

DfE Advice 'Screening, searching and confiscation' (July 2022)

DfE Advice 'Use of reasonable force in Schools' (July 2013)

The Equality Act (2010)

The Schools (Specification and Disposal of Articles) Regulations 2012

The Education Act (2011)

The Education and Inspections Act (2006)

See also: Anti-bullying Policy, Staff Code of Conduct, e-safety Policy, Exclusion Policy, SEND Policy, Positive Handling Policy, Health and Wellbeing Policy, Safeguarding and Child Protection Policy

This policy will be reviewed annually		
Created: September 2015	By:	Miles Chester, Headmaster
Reviewed: September 2018	By:	Academy Staff
Reviewed: September 2019	By:	Miles Chester, Headmaster
Reviewed: September 2020	By:	Clare James, DHT
Reviewed: September 2021	By:	Clare James, DHT, SMT
Changes made: October 2021	By:	SMT, edits made to Red Form July 2022
Reviewed, with significant changes, due to DfE guidance Sep 22: October 2022	By:	SMT and staff made edits
Re-written: October 2022	By:	Clare James (DHT) then further significant edits made by Clare James in Oct/Nov 22, based on DfE guidance (Sep22)
Reviewed : September 2023	By:	Clare James (DHT), with feedback from class teachers in staff meeting
Reviewed: September 2025	By:	SLT