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| **Newport Junior School Behaviour and Discipline Policy – Reviewed January 2017** |

**Organisation of the behaviour and discipline policy**

This policy includes the following aspects:

* Day to day expectations of behaviour
* Rewards and sanctions
* Multi-agency support for Pupils
* Behaviour beyond the school gates and school day
* Searching and Confiscation
* The use of reasonable force
* Pastoral Care for School Staff

## School values

* Everyone has a right to feel safe at school. The staff at Newport Junior School are committed to ensuring that every child is protected from harm.
* Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
* It is everyone’s responsibility to help make our school a happy place where everyone can be successful.
* We expect that the behaviour of children will enable teachers to teach, and each other to learn.
* Everyone is responsible for his/her own behaviour.
* Our expectations are for good behaviour.
* Good behaviour will be celebrated and rewarded.
* The education of the majority of children will be protected from disruption by a minority of unacceptable behaviour.
* Unacceptable behaviour will be met with consequences.
* Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
* We have rules in our school because they provide a code about working and being together.

**Rules**

Our rules will:

* ensure that everyone can learn, enjoy and achieve
* help make everyone feel valued and safe
* protect the learning environment
* protect the possessions of others
* help everyone to understand about expected behaviour
* set the boundaries for acceptable behaviour, which if crossed mean there will be consequences

**Aims of the policy**

* To create a welcoming and safe learning environment in which everyone can be successful
* Develop a consistent approach across the school which all children know and understand
* Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed

## Expectations

We expect everyone in our school to:

* have high expectations of behaviour
* show respect to each other
* develop an increasingly sound understanding of right and wrong
* co-operate and work together
* recognise the achievements of others
* be reliable, trustworthy and responsible
* behave in a safe manner at all times
* respect the school's environment and belongings
* take care of their own belongings and those of other children
* be courteous and well-mannered at all times
* show by their behaviour that they value the school community
* treat others as we would like to be treated

# Promoting Good Behaviour

* Good behaviour is helped when everyone remembers to do what is expected:
* Staff praise children when they see good behaviour
* Staff focus on the positive behaviour they see
* Staff tell children clearly what is expected of them
* Children remember what is expected of them
* School and classroom rules are consistent, fair, and kept
* Rules are regularly reviewed with staff and children together
* Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs
* Responsibilities, expectations, and activities are matched to individual children’s age, needs and development
* Staff regularly inform children's parents of good behaviour or achievement
* When children have worked hard on a task and produced excellent work this is displayed as an example
* In P.S.H.E. and R.E. lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities
* In assemblies children are encouraged to think about and pray for others
* In all subjects children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness

# Rewards

We believe that good behaviour should be consistently rewarded:

* Staff will praise a child immediately for their good behaviour and say why they are pleased with the child
* Staff will regularly inform each other and the child’s parents of small praiseworthy actions
* Staff may give small privileges to children who behave consistently well, and to children otherwise who have made a special effort to do so.
* All staff and children know and understand the house points system
* When possible children are involved in determining who is rewarded
* 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 commended by staff and will be rewarded via the class reward scheme or given house points
* Staff may phone the child’s parents to express how pleased they are with his/her behaviour
* The greatest reward is to be mentioned in the Commendation Assembly, following this a certificate of commendation is sent home to celebrate success with parents.

# Unacceptable Behaviour

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction.

Categories include:

* disrupting other children’s learning
* violent behaviour or hurting others
* deliberate offensive language (including racial abuse)
* deliberate rudeness
* name calling
* vandalism
* disregard for school rules and procedure
* theft
* bullying
* sexual harassment
* drug related behaviour
* carrying a weapon

If a child’s behaviour falls into any of the above categories, then they will complete a behaviour form, describing their involvement and what the consequences of their behaviour could be. If a child completes more than three forms in half a term a letter is sent home to parents detailing the types of behaviour. If the behaviour continues then a further letter is sent to parents, asking them to make an appointment to see the Headteacher or Deputy Headteacher. Dependent on the nature of the behaviour parents may be called into school immediately.

## Disciplinary Sanctions

## Stage 1 - Negotiating the Rules

Each class teacher should try to get close agreement with all children around the following rules:

1. Listen, and follow instructions first time
2. Keep your hands and feet to yourself
3. Call everyone by their given name
4. Put your hand up for attention
5. Talk quietly at all times
6. Treat equipment and other people’s property with care
7. Be in the right place at the right time
8. Be prepared for all activities

Agreed class rules to be printed out and displayed.

## Stage 2 - Explaining the procedure and punishment system

**Level 1** There will be frequent reminders of the rules by praising at least two children for following one rule in particular.

**Level 2** Any child who continues to break a rule will have his/her initials put on the blackboard. (There should be no debate, no discrimination, no recognition of the person named.) This action also serves as a reminder to others.

 **This level is a warning**

**Level 3** If a child re-offends a ‘5’ is put by the initials. This signifies a loss of time – at break or lunchtime.

**Level 4** If the child re-offends again, the ‘5’ is changed to a ‘10’. This signifies 10 minutes loss of time.

**Level 5** If the child re-offends again, the ‘10’ is changed to ‘15’. This signifies 15 minutes loss of time.

**Level 6** A further offence results in a ‘C’. this means the child will be sent to another class to work in isolation. This should happen immediately if 30 minutes is available. If not, it should take place during the next session. (Teachers should make arrangements with each other about where these children are to be sent)

**Level 7** Offenders at this level should be reported to the Headteacher, who will contact the parents.

**Level 8** A further offence will be signified by a ‘P’, which means the child will be reported to his/her parents that same day by telephone, home-link book or letter.

Class teachers should keep a private record of these measures, i.e. Level 3-8

##### Severe Discipline Procedure

If necessary some children may need to work on a Behavioural Contract or Modification Programme. This should be arranged with consultation between Head, class teacher, home and child.

###### Stage 3 – Rewards

Positive discipline is not just about punishments. It positively encourages appropriate behaviour by praise, reward and self-esteem.

* Children should be frequently praised for following the agreed rules. Initials should not be written on the blackboard until at least two children have been praised. Similarly, the escalation to ‘5’, ‘10’, ‘15’, ‘C’ and ‘P’ should be preceded by praise.
* Each classroom should have a ‘self-esteem wall’ of its own design where rules and ‘awards’ are displayed.
* This can be extended across the Year group:
* - central display of awards

 - commendations in Year assembly, etc.

* Each class will have its own whole class rewards system, the prize being “choosing time” (treat). This can be awarded when the **whole class** performs something to their teachers satisfaction. Each time the teacher is satisfied he/she will stick a star (or other marker) on a chart. When ten stars have been awarded, “choosing time” or a treat chosen by the teacher is the prize. Once awarded stars cannot be taken away.
* There will also be ‘positive weeks’ when the emphasis is placed on certain things (decided by the teacher or a group of teachers), e.g. lining up quietly/sensibly, walking around the school, classroom organisation, cloakroom organisation and behaviour in assembly.

**Lunchtimes**

At lunchtimes children are expected to abide by all the school rules and it is the role of the supervisor to oversee this. The role of staff at lunchtime, is to follow the agreed school rules.

The Headteacher may in extreme circumstances decide to contact a child's parents and may exclude that child from the premises at lunchtimes.

**Additional Courses of Action**

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

* Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment
* Discussion with a child's parents to keep them informally appraised of their child’s behaviour difficulties (e.g. via the telephone or at a meeting)
* A school based plan may be structured to support the child. The child’s parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management
* Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.)
* Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

**Assessment and reporting**

* Where a child’s behaviour is observed as unacceptable on a daily basis staff will complete a behaviour log which is on a green form and kept in a personal file.
* Following any incident where a child is aggressive towards another child or a member of staff, a pink incident form will be completed.

**Equal Opportunities**

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.

**The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school’s response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 1)

**Searching and confiscation**

The Headteacher, Deputy Headteacher and two senior members of staff 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 2).

**Physical Intervention**

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self 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 3 for guidance).

**Pastoral care for school staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

**Resources available in school**

* Behaviour strategy sheets personalised for individual children
* Whole class incentive charts
* Gold forms
* House points
* Raffle tickets
* Stickers

**Outside Agency Support**

* CAMHS
* Behaviour Support Service
* Support from LA
* Family and Education Support Worker
* Pupil Referral Unit

**Further reading and guidance**

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidan

ce-for-governing-bodies-on-behaviour-and-discipline

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline>

<http://www.ico.gov.uk/for_organisations/data_protection.aspx>

http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/

a0013105/guidance-on-the-use-of-restrictive-physical-interventions

http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening

http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

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| **Date of review completion** | **February 2015** | **Named****Responsibility** | **Governors** |
| **Inception of new Policy**  | **February 2015** | **Named****Responsibility** | **Steve Ashton** |
| **Date of Policy Adoption by Governing Body** | **February 2015** | **Date of Policy Adoption by Governing Body** |
| **Circulated to staff**  | **February 2015** | **Circulated to staff**  |
| **Review date** | **February 2017** | **Nicola Moody** |
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| **Review date due** | **February 2019** |  |

**Appendix 1**

**The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school’s response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

* taking part in any school-organised or school-related activity or
* travelling to or from school or
* wearing school uniform or
* in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

* could have repercussions for the orderly running of the school or
* poses a threat to another pupil or member of the public or
* could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administered outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers in Newport of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

**Appendix 2**

**Searching and confiscation**

The Headteacher, Deputy Headteacher and two senior members of staff 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.

1. 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.

2. Items which are banned in school include, mobile phones, 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 from completed), knives, firearms, sprays, alcohol or stolen items.

3. 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 punishment as set out in the school’s behaviour policy.

4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or 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:**

***What can be searched for?***

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as ‘prohibited items’).

***Can I search*?**

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:

*a.* you must be the same sex as the pupil being searched; and

*b.* 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.

**In the event of only one male member of staff on site he would have the power to search a male pupil. This would be witnessed by a senior member of staff.**

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***When can I search?***

3. 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.

1. 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.

2. 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**

1. 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.

2. 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.

**Trays**

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 (see appendix 3).

**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.

1. 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.

2. 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.
* 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 and dealing with complaints**

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

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

2. The school will always inform the individual pupil’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

**Appendix 3**

**The use of reasonable force**

**What is reasonable force?**

(i) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

(ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

(iii) ‘Reasonable in the circumstances’ means using no more force than is needed.

(iv) 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.

(v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**2 Who can use reasonable force?**

(i) All members of school staff have a legal power to use reasonable force

(ii) 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.

**3 When can reasonable force be used?**

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) 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.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Schools can use reasonable force to:**

* remove disruptive children from the classroom where they have refused to follow an instruction to do so
* prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
* prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; 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.**

**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**

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

**Telling parents 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 sheet below)

**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.
* Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
* When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
* Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically*,* or without careful thought.
* Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
* If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
* Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
* As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

**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.

**Appendix 4**

**NEWPORT JUNIOR SCHOOL – Search and Confiscation Record**

**Name of child: (Male/Female) Class:**

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| **Reason for the search** |

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| **Names of staff carrying out the search and those staff acting as witness include title**1.
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| **Items found** |

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| **Other agencies involved – please list with name and title** |

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| **Parents contacted****Date:****Time:** |

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| **Sanctions/Next steps** |

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

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| **Any further intervention or agency involvement required** |

**Signed: Date:**

**Designation:**

**NEWPORT JUNIOR SCHOOL - Reasonable Force Record**

**Name of child: (Male/Female) Class:**

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| **Reason for the use of reasonable force** |

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| **Names of staff using reasonable force**1.
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| --- |
| **Other agencies involved – please list with name and title** |

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| --- |
| **Parents contacted****Date:****Time:** |
| **Sanctions/Next steps** |

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

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| --- |
| **Any further intervention or agency involvement required** |

**Signed: Date:**

**Designation**