



Newport CE Junior School

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## Behaviour Policy

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## Written Statement of Behaviour Principles

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Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
Spring 2020	Spring 2026	Spring 2027

## Behaviour Policy

**'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'**

At Newport CE Junior School we believe, just as Jesus said...

**" Love one another as I have loved you".**

**(John 13:34)**

This core Christian belief underpins our understanding and approach to behaviour at school. Our policy is rooted in Christian values, especially compassion, forgiveness, courage and community.

At Newport Junior School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in a happy and secure Christian environment which is safe, friendly, peaceful and fair.

The school community has a very clear set of standards of personal behaviour, which are based on respect for each individual in our community and their individual needs.

Our school places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships.

Put simply, we believe pupils learn best when they feel safe and happy in school. We believe everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, belief, national origin or national status, whatever their gender and gender identity and whatever their sexual identity. (identified as Protected Characteristics under the Equality Act 2010).

It is everyone's responsibility to help make our school a happy place where everyone can be successful.

Newport CE Junior School is committed to providing a caring, respectful and safe environment in which all pupils can flourish. Our behaviour policy complies with:

- DfE Behaviour in Schools Guidance (2024)
- DfE Searching, Screening & Confiscation (2022, updated)
- DfE Suspensions & Exclusions (2023 updated)
- Equality Act 2010
- SEND Code of Practice (2015)

## **Aims of our Positive Behaviour Policy**

This policy exists to provide a framework for supporting the aims of Newport Junior School and ensuring the happiness and learning of every individual in our community.

It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

## **Encouraging Positive Behaviour**

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking action where necessary.
- Constructive whole-school planning.
- Developing the voice of the child, through the School Council and Guardians of Safety.
- Appreciating and following the agreed Staff Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.

- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.

We believe it is vital that positive behaviour is rewarded through positive praise, rewards and recognition. This positive reward can be given both in the classroom, around school or when out on educational visits. Rewards should be applied consistently and fairly.

### **Our School Rules**

- We show compassion to each other.
- We respect people in our community and their property.
- We are courageous!
- We aim for excellence.

### **Expectations**

We expect everyone in our school to:

- follow our school rules
- 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

### **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 and are given house points as a way of rewarding behaviour as well as achievement.
- 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 nominated for a Headteacher's Award in the Celebration Assembly, the child will receive a special sticker and their achievement shared with the school family. Following this, all children who have been nominated have their success shared on the school website with their parents and the wider community. Headteacher Award winners are also invited to present the awards the following week in Celebration Assembly.

### **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 sanction applied.

Categories include:

- disrupting other children's learning
- violent behaviour or hurting others
- deliberate offensive language (including racial, homophobic or transphobic 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 face appropriate consequences, such as reflecting on their behaviour during a break time, talking through issues with the class teacher and performing any restorative actions that may be required. Parents may be contacted straight away and a meeting arranged between the class teacher and parents or between parents and the Headteacher or Deputy Headteacher.

Inappropriate behaviours will be logged onto CPOMS. This program enables us a school to monitor and track behaviours across the school. CPOMS is used as a way of informing Governors of behaviour issues or patterns across a term and how the school are responding to these behaviours. Certain behaviours such as sexualised behaviour or physical assault will also be logged as safeguarding concerns through CPOMS. Racist behaviour will be logged on Telford and Wrekin's IRIS system.

### **Child on child abuse/sexual harassment and violence**

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

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

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- 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

Some of these behaviours will need to be handled with reference to other policies such as the Anti-Bullying Policy, Child Protection and Safeguarding Policy.

### **How Behaviour is Monitored and Sanctions Applied.**

#### **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.

#### **Explaining the rewards and sanctions 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 'P'. This means the child will miss the next full playtime. This should happen that day. If that is not possible it should take place the following day.
- Level 7** Should the child still be displaying inappropriate behaviours then a time out in another classroom may be applied. The child will work in isolation for the remainder of that lesson. (Teachers should make arrangements with each other about where children at this stage are to be sent.)
- Level 8** Offenders at this level should be reported to the Headteacher or Deputy Headteacher who will speak to the child and contact the parents should this be deemed as the next appropriate action.

### **Escalating Sanctions in response to Extreme Behaviours.**

If necessary some children may need to work on a Behavioural Contract or Modified Timetable. This should be arranged with consultation between Head, class teacher, home and child. A modified timetable for behaviour issues will be submitted to the Access and Inclusion Team at Telford and Wrekin.

### **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' and 'P' should be preceded by praise.
- The school runs a House Team System where all children are entered into a House Team when they start school (Wrekin, Stipertones, Haughmond and Clee).

Teachers reward children by awarding house points. These house points can be used to reward effort, achievement or behaviour. House points are totalled up at the end of the week and the winning House Team are presented with the House Team trophy.

- Each class may have its own whole class rewards system, such as stickers or stars. These can be awarded when an individual child, a table group or even the whole class perform something to the teachers' satisfaction. When ten stars have been awarded, "choosing time" or a reward chosen by the teacher is the prize. Once awarded stars cannot be taken away.

- The Headteacher's Award is presented to recognise a special achievement which the teacher wishes to reward. These awards are presented in a celebration assembly and are shared on the school website.

**Sanctions** (may include one or more from below)

- Miss playtime
- Thinking time
- Missing planned 'fun' activities
- Sent to Year Group leader/ Member of SLT/DHT/HT
- Sent to different class
- Speak to parents
- Letter home
- Missing trips

The school will also apply these rules/rewards to out of school behaviour.

**Pupil Conduct Outside School**

Parents and children will be required to sign a Behaviour Contract prior to attending a Residential visit.

As part of their Learning children will be given opportunities to go off site to visit places of special interest as day trips and residential. We believe that children should behave in a positive way regardless of the setting they find themselves in e.g. on the way to school. In order to be able to undertake these activities it will be necessary to ask for help from parents and carers by signing our residential visit behaviour contract.

**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.

Children are expected to follow simple rules which are established to keep them safe when playing, keep others safe when playing, to stay in safe and secure parts of the school premises and use any equipment in a safe and respectful manner.

The dinner hall rules are made clear in our 'Guide to Lunchtimes at NJS' leaflet. Expectations are also made clear for how we expect children to behave during wet playtimes.

### **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 SENDCO to look at interventions, including EHA, Behaviour Support, adult support, referral to Fair Access Panel, Modified timetable, managed move, CAMHS or BeeU referral or a referral for an EHCP.
- Behaviour support provided internally through appointing the child a Nurture Mentor (TA or HLTA) who may work on such programmes as Lego Build to Express or be open to art therapy through ARTiculate.
- 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)
- 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.

### **Year 6 - Transition to Secondary School.**

To help the transition to secondary school for our Year 6 pupils we will replicate elements of Burton Borough behaviour policy as this is our main feeder school. We will introduce this system in the final half term of school as a preparation for secondary expectations.

Children will receive positive or negative points based on their behaviour choices.

There are will be rewards presented to the children appropriate for the amount of points the children have earned.

Positive Reward Points could be given for:

- \*Being ready to learn
- \*Excellent work
- \*Listening to instructions
- \*Actively learning

- \*Respecting others
- \*Displaying a positive attitude
- \*Having high school attendance
- \*Showing good presentation of work
- \*Being a good role model to others
- \*Demonstrating school values

The rewards for positive points are as follows:

- 50 Points- Bronze achievement badge
- 100 Points - Silver achievement badge
- 150 Points - Gold achievement badge
- 200 Points - Platinum achievement badge

Negative points would reflect negative behaviours seen, such as:

- \* Refusal to follow instructions
- \* Being rude, disrespectful or using inappropriate language
- \* Failure to wear correct school uniform
- \* Being off task within a lesson
- \* Disrespecting the school environment
- \* Causing damage to others property

The consequences for negative points are:

1 negative point is a missed breaktime minimum. If there are a total of 10 negative points there will be a meeting with parents and potential loss of trips, visits etc.

### **Safeguarding First Approach**

Behaviour can be a red flag of safeguarding concerns, such as challenging situations at home, Child Criminal Exploitation or abuse. Failing to recognise these issues can mean pupils miss the safeguarding support they need.

We will consider safeguarding concerns as being a cause of unacceptable behaviour and address those concerns as a priority.

(See our Child Protection and Safeguarding Policy)

We will always challenge misbehaviour but our inclusive approach, which is grounded in our Christian values and culture of safeguarding means all incidents are approached and handled on an individual basis.

## **Support for Pupils with SEND or Social and Emotional Needs**

Some pupils may need extra support and help to correct their behaviour beyond the use of the sanctions mentioned in this policy. We employ a number of support strategies in these circumstances which are determined by the school and employed with discretion. (see support strategies listed below)

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties because of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP. Staff will use their Professional Judgement at the point

## **Restorative Justice**

We embrace restorative approaches which aim to build the school community and to repair and strengthen relationships within it. These approaches foster an awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process allowing participants to make amends for the harm caused.

## **The Zones of Regulation and Self-regulation**

The Zones of Regulation are a research-based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs.

In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate.

With adult support children will learn to use their 'tools' to self-regulate.

## **Calm Brain**

These initiatives can help children to achieve their potential and to flourish. Calm Brain and Mindfulness practice can anchor children and help them feel grounded, safe and free to choose how they respond to a situation. Providing support for:

- Well-being and mental health - as well as helping them to recognise worry, manage difficulties and cope with anxieties, developing a more mindful awareness also helps children and young people to appreciate what is going well and to flourish.
- Concentration and cognition - calm brain trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan.
- Social and emotional learning - It helps to develop a greater awareness of relationships and how to manage them (including difficult ones at home), as well as offering a richer understanding of things like self-esteem and optimism.

### **Emotion Coaching**

Emotion Coaching will help children focus on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

### **Referral to Nurture / Pastoral Support Team and Art Therapy**

Children who are internally referred to our Nurture / Pastoral and Art Therapy support are supported through 1:1 sessions and the opportunity to talk.

Referrals are made for a wide range of reasons including support with friendships, developing confidence, managing feelings and bereavement.

Support may focus on social skills, self-esteem, building resilience, and managing behaviour.

This is done through creative methods such as art, play, Lego, discussion and relaxation using calm Brain techniques.

## **Monitoring Behaviours Beyond the School Gate**

The school will monitor behaviours outside the school gate. This 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.

The school is concerned about 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.

The school is also concerned about any misbehaviour at any time, whether or not the conditions above apply, that:

- meets the requirements for our safeguarding responsibilities
- 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, a member of staff 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 administer 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.

## **Searching and Confiscation**

### **(The Education and Inspections Act of 2006)**

The Headteacher, Deputy Headteacher and 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.

Schools' common law powers to search:

### **Searching with Consent**

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 form 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 comply in class 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.**

### **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 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.

## **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.

### **After the search**

The power to seize and confiscate items - general

What the law allows:

Schools' general power to apply sanctions, 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. 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.
2. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

### **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.**

### **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.

### **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.

- 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.
- Any concerns regarding misconduct involving the Headteacher should be referred to the Chair of Governors.

### **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.
- To give first aid.

A. Rotherham

Reviewed and updated Spring 2026

## Behaviour Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

### Introduction

At NJS we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

### Teaching the Curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching.

Teachers will roll model these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, lining up should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

### Adaptations

While this curriculum is for all pupils it will be applied differently depending on individual SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Behaviour Curriculum Content - Knowledge children will acquire

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Knowing that our three core values in school underpin our behaviour expectations. These are:

<p>Compassion Knowing that compassion is mutual trust and kindness between all members of the school community.</p>	<p>Courage Knowing it takes courage to be the very best we can be in all aspects of school life.</p>	<p>Community Knowing that we belong to a both a class and school community, and we all thrive when we work together.</p>
<p>Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow staff instructions</p>	<p>Completing homework on time Remembering to bring equipment to school Accepting responsibility if you make a mistake and saying sorry</p>	<p>Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical. Using calm and respectful tones when we communicate. Tidying up your own workspace and the classroom Wearing correct school uniform</p>

We show our value of Compassion;

- When we consider other people's feelings.
- When we celebrate others' achievements.
- When we help those who are finding things tricky.
- When we say kind things to each other.
- When we include others in our games and conversations.
- When we can disagree without being unkind.
- When we trust one another.
- When we do things for others without being asked.
- When we share with others.
- When we listen to others' ideas.
- When we use positive language with each other.
- When we let everyone in the team contribute.
- When we take turns and cooperate.
- When we are patient with teammates who might be less confident than us.

We show our value of *Courage*;

- When we strive to be the best that we can be.
- When we work hard to learn our times tables, spellings, and when we read regularly.
- When we concentrate on our learning and remain focused
- When we take pride in our school books.
- When we go 'above and beyond' with our work, putting in extra effort.
- When we embrace new challenges positively.
- When we set ourselves goals and work hard to achieve them.

We show our value of *Community*;

- When we look after our school environment and others' belongings.
- When we listen to any adult who speaks to us.
- When we use our manners and say "hello", "good morning", "please" or "thank you".
- When we encourage others to do their best.
- When we talk positively about other people.

## **Appendix 1: Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every year.

**NEWPORT JUNIOR SCHOOL - Reasonable Force Record**

Name of child: \_\_\_\_\_ (Male/Female) Class: \_\_\_\_\_

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

**Names of staff using reasonable force:**

- 1.
- 2.

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

**Parents contacted:**

**Date:**

**Time:**

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

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

**Signed:**

**Date:**

**Designation:**

# RISK ASSESSMENT

**Use of CPI Safety Intervention** Date of Review: September 2023 Last Review: September 2025

Signature of Head teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Severity:</b>						
Fatality = 5      Major Injury = 3    Serious Injury = 2 Minor Injury = 1    Damage to Property = 4		<b>Likelihood:</b>				
		Probable = 3      Occasional = 2 Improbable = 1				
<b>Hazards</b>	<small>Potential Severity</small>	<b>Working Procedures Risk Control</b>		<small>Likelihood of Occurrence</small>	<b>* Risk Rating</b>	<b>Action Required</b>

<i>Use of safety intervention by untrained staff</i>	2	<p>*It is written into the Behaviour Policy that all staff may need to use reasonable force to keep themselves, colleagues or pupils safe; this remains true but always to be used as a last resort.</p> <p>*First option for all (even those Safety Intervention trained) is to remove pupils and staff rather than to use reasonable force on a pupil.</p> <p>*All staff to be aware that ideally staff who are Safety Intervention Trained (Nicola, Jane, Max and Ben) are used to intervene in a heightened situation.</p> <p>*CPI trained staff can direct other, non trained staff, to support a hold if they are willing.</p>	2	4	
<i>Use of unnecessary restraint.</i>	2	<p>*Alternative de-escalation strategies are to be used before restraint: verbal, paraverbal, non verbal, limit setting, fail safe choice giving etc before any restraint to be used.</p> <p>*Ideally another member of staff to be witness that an escalation in response is used only when other strategies have failed or the situation is too severe to apply other strategies.</p> <p>*Where possible 2 safety intervention trained staff are present at the scene of a significant behaviour incident to consult, challenge and support each others decision making.</p> <p>*Year 6 always on site with or on a visit with a CPI trained member of staff.</p>	1	2	
Recording of an incident	1	<p>*All staff witness to an incident are asked to log their account separately on CPOMS as soon after the incident as possible.</p> <p>*If a hold has been used this must be explicitly mentioned in CPOMS e.g. 'Ben used a seated low level restriction'</p>	1	1	

		*Parents of the child held must be contacted as soon as reasonably possible; they must have clear information given about what occurred and what reasonable force was used and why. An accurate account of this conversation to be recorded on CPOMS including their response.			
Injury to the child	1	*If holds are used appropriately the risk of this is minimal, staff to support each other in correcting hold positions.  *If any marks or bruising is apparent the leadership team will inform the parent and advice will be sought from Health & Safety/BSAT/Safeguarding as appropriate.  *Risk assessment provided by the Crisis Prevention Institute to be stored in school and references the risk of each hold.	2	2	
Maintaining training for Safety Intervention	1	*Ben, Jane, Max and Nicola to meet half termly, if CPI has not been used, to rehearse hold techniques and review any interventions carried out to ensure experiences learnt from and consistency applied.  *Annual Safety Intervention Refresher to be attended with the BSAT team (1/2 day)	1	1	
Communication with staff	1	*Ensure CPOM log and any updates to risk assessment clearly communicated with all relevant staff.  *Wellbeing check for all staff impacted	1	1	
Children specific needs	1	Individual risk assessments in place but in summary:  *JC: Uno, Wordle, Hangman for de-escalation. Football is only a reward.  *TR: drawing, art or physical activity can work as de-escalation.	2	2	

\* Severity figure X likelihood figure