

Mundeford Community Infants School

BEHAVIOUR AND RELATIONSHIPS POLICY & PROCEDURES



(INCLUDING ANTI-BULLYING, EXCLUSION, USE OF REASONABLE FORCE)

Rationale:

The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour. At Mundeford Community Infants School, behaviour is understood as a communication of unmet need or as an adapted, defensive stress response.

We aim:

- To keep children safe
- For adults to be calm, unshockable and rational
- To use a consistent approach to behaviour
- To use relational practice
- To help children have self-discipline, be emotionally regulated, demonstrate good manners, and follow the Community Rules
- Maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their school and the wider community.

Calm

Unshockable

Rational



Putting your emotions into the good stuff



Responsibilities

Children are expected to:

- Follow the Community Rules and keep each other safe
- Be ready to learn and demonstrate characteristics of effective learning
- Use good manners
- Recognise that some children face different challenges and triggers and they may need to be supported in different ways to them

So that we have the same expectations of children at school and home, please go through with your child what it is to be respectful and have good manners.



Parents are expected to:






- Take a responsible attitude towards the behaviour of their child during their time in school
- Accept and sign the school's 'Home School Agreement' document
- Be aware of the school's Behaviour and Relationships Policy and actively support it, discussing any problems with the staff, Headteacher or Chair of Governors if necessary

Staff are expected to:

- Have high expectations of children's behaviour towards each other and staff
- Be polite and model expected behaviour in a consistent manner
- Refer to our Community Rules and our Learning Characters to explain and reinforce positive behaviour

How to Learn



	EYFS	Year One	Year Two
Danny Dog I am ready 	I sit, look and listen.	I get my equipment ready.	I get everything I need to be successful.
Tommy Tortoise I keep trying 	I have a go and try again.	I try to get better.	I want to practise to improve.
Frankie Fox I am curious and creative 	I ask questions and I explore to find things out.	I think about and try different possibilities.	I make choices from what inspires me.
Michelle Meerkat I work with others 	I share ideas and listen to others.	I use my ideas and those of others.	I explain how working together improves my learning.
Olly Owl I improve to get better 	I can say what is good and what I will change.	I improve by thinking about my and others learning.	I can explain how I improved my learning.





Our Community Rules

	Be kind Use kind words, hands and feet.
	Be helpful Help each other.
	Be lawful Make good choices.
	Be fair Be fair with each other.
	Be honest Be honest in all we do.
	Be respectful Respect what people say, believe and think.

- Keep children calm in the classroom, in the hall and in the corridors.
- Use the school's behaviour procedures fairly and consistently with all children, ensuring high expectations of behaviour are met and, when they are not, that corrective consequences are used appropriately

Corrective Consequences Chart



Level	Behaviour	Corrective Consequence
1	 <ul style="list-style-type: none"> Unfocused learning <u>behaviour</u>. Refusal to follow instructions Disruptive <u>behaviour</u> that stops others learning Rudeness to others Minor breaches of Community Rules 	<ul style="list-style-type: none"> Name in Orange column on class clipboard with explanation for how to go to Green thumbs up again.
2	 <ul style="list-style-type: none"> Continuation of Level 1 <u>behaviours</u> 	<ul style="list-style-type: none"> Time in with an adult at playtime / lunchtime to catch up with learning and discuss <u>behaviour</u>. Time in another classroom Time away from other children at playtime
3	 <ul style="list-style-type: none"> <u>Behaviour</u> that has hurt or upset others in a deliberate way, eg: unkind words, hitting out Breach of Community Rules in a more serious way, eg: taking <u>others</u> belongings 	<ul style="list-style-type: none"> Time in with an adult at playtime / lunchtime to catch up with learning and discuss <u>behaviour</u>. Time in another classroom Time away from other children at playtime
4	 <ul style="list-style-type: none"> Continuation of level 2 / 3 <u>behaviours</u> Violence towards others including biting and spitting Verbal abuse towards others (eg: racist, homophobic comments) Deliberate damage to school property Highly dysregulated <u>behaviour</u> including prolonged screaming, throwing objects (eg: chairs, equipment), moving tables 	<ul style="list-style-type: none"> Time spent with a member of SLT Internally suspended from lessons and play Externally suspended

- Be careful to give clear and simple instructions and explanations when giving children information about learning or what to do next.
- Be careful not to overload working memory as this will cause behaviour that is communicating to you that the child does not understand (they might zone out / disrupt / become distracted / not do what was asked / become anxious / feel confused / decrease self-esteem). Is the explanation of learning clear and understood by all children? Do they all understand the instructions given?

- Consider reasons why behaviour is not meeting expectations. Are children engaged, active, included, stimulated? If not, why not? What steps could you take?
- Support children to have the desired behaviour in lessons consistently using the following language:



"I've noticed you are struggling to be ready / have a problem getting started.

I need you to be ready.

This is a reminder."



"I've noticed you are still struggling.

What has helped you to be good at this before? (location, resources etc).

This is a warning.

You now know your next steps.

I know you can do the right thing."



"I notice that you are still struggling.

I have spoken to you two times and this is now the third time.

You will speak to me for 3 minutes at the end of the lesson.

I have seen you be amazing (and spell out the desired behaviour) earlier / yesterday.

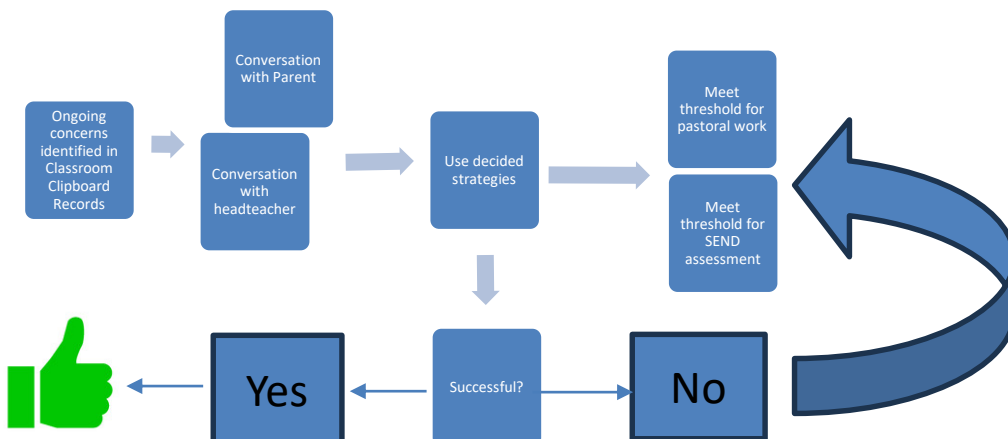
That is what I need you to do now. I know you can do it and thank you for listening."

"I understand / I hear you / that might well be but I still need you to do the right thing now."

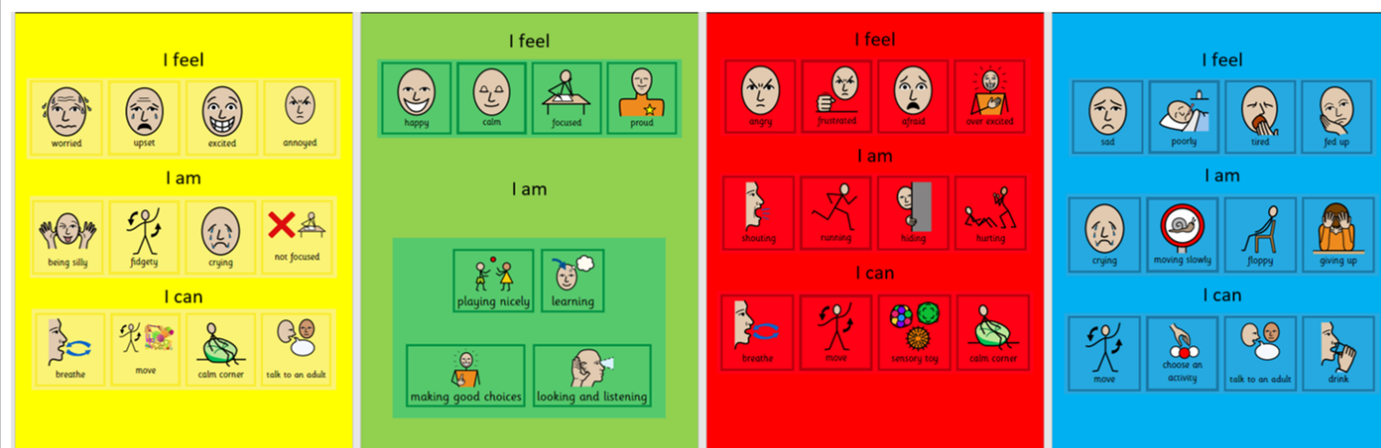
In the classroom, behaviour management begins with a positive and proactive approach. This could include:

- Redirection
- Distraction
- Non-verbal strategies
- Rule reminder
- Gentle encouragement
- Sitting with a teaching assistant or other adult
- Sitting in another part of the room but still within the lesson
- Peer led approaches such as changing groupings or pairings

If there is a pattern of behaviour, reflect on whether we can do anything differently when delivering the lesson. Also be curious as to why that behaviour is happening. Is something wrong at home or at school? Might the child have a special educational need that needs exploring?



- When supporting behaviour where a child is distressed or dysregulated:
 - **Protect** children by making sure everyone is safe
 - **Relate** and connect with the child and validate their feelings (eg: You must have been feeling angry when you hit that child in the tummy. It is ok to be angry it is not ok to hit)
 - **Regulate** using co-regulation to support a child before addressing the behaviour (using PACE – playfulness, acceptance, curiosity & empathy)
 - **Reflect** on the behaviour and decide on next steps such as restorative solutions
 - Be **proactive** and prevent unacceptable behaviour from happening in the first place - the more you know the children and understand safety cues as well as potential triggers, the more you can prevent situations from occurring
 - Share Zones of Regulation throughout the conversations at the appropriate moment



Adaptations when needed:

We recognise this approach may not work for every child as some may:

- Have experienced significant ACES and / or trauma
- Be neurodiverse
- Have processing, communication, language and interaction difficulties

Therefore they may need (not exhaustive list):

- Individual charts with personalised visuals, stickers and rewards
- Visual aids
- Social stories
- Behaviour plan
- Support plan
- Now and next prompts

Relationship based approach

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring children develop positive mental health and resilience, enabling them to fully engage in life and learning. It is our aim to have an environment of safety and a culture that has strong, positive and supportive relationships at its core.

We believe in the power of positive and frequent praise for good behaviour and kindness towards others as a way to improve standards and relationships rather than the use of negative language or criticism. Corrective consequences are used once connections have been made between the adult and child and the child is regulated and ready to reflect on their behaviour choices. Playfulness, acceptance, curiosity and empathy (PACE) are at the heart of our interactions without detracting from the need to make explicitly clear to the child that their behaviour is not acceptable as well as what they can do differently.

Monitoring of Behaviour

Names of children are recorded in the clipboard for each class. These are then reviewed by senior leaders so that support can be provided where necessary for children who are finding it difficult to follow behaviour expectations. If

incidents happen at lunchtime then these are recorded and these records are also monitored and reviewed by senior leaders. The chart below is used to ensure a consistent approach for all behaviour concerns for individual children.

Rewards

A whole class system for praising good behaviour is established in each class e.g. marbles in the jar. Once achieved a whole class reward is agreed with the children e.g. extra playtime, extra time on the tyre park, free choice activities within the classroom. Children also receive individual awards for exemplary characteristics of effective learning which are celebrated in weekly assemblies as well as in class. These children will then meet with the headteacher for a treat and pupil voice meeting to discuss aspects of school life. These children are known as VIPs.

Severe Behaviour

The school will take a dual strategy approach to children who display severe behaviour.

Firstly, there is a structure of accepted behaviour and it will be expected that all children at the school work within it. If not, then the agreed school corrective consequences will apply.

Secondly, all staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties. Staff will draw up a behaviour plan when appropriate and in consultation with the SLT and outside agencies as appropriate. This will always be shared with parents.

In cases of dangerous and highly disruptive behaviour 'reasonable force' may have to be used to ensure the safety of children and adults, to stop the disruption of learning or school events, or the damage to property. This is always a last resort and further guidance can be found in Annex B at the end of this policy.

Removal from the classroom should be considered a serious consequence. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable pupils who are displaying disruptive behaviour to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Children will reintegrate when regulated and having gone through the four steps to support a child in distress. SLT will determine the length of time necessary to be removed from the class and the most appropriate location according to the severity of the behaviour and the regulation of the child.

Use of Sensory Room for dysregulation

The use of the sensory room for dysregulation is an absolute last resort and it is anticipated that it will be due to a known and ongoing behaviour issue. The use of the sensory room for dysregulation is not part of normal school practice. It will only be used if the child is so highly dysregulated that their behaviour is not deemed to be safe, including harming others and the risk of absconding. If a child is placed in the sensory room for dysregulation the door will only be held shut if there is a significant risk of harm to children or adults. As soon as this risk has passed the door will be opened (There may be exceptional situations in which it is necessary to physically prevent a child from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction).

If a child is placed in the sensory room for theirs and others safety, then parents will be informed and normal practice will be that a behaviour plan will be developed to ensure this situation is not repeated or that they can be lessened. If the behaviour of a child has led them to being placed in the sensory room for dysregulation, then they will remain in there for as long as is necessary so that they are more emotionally regulated and no longer showing high levels of stress and crisis. The child will be reassured by the adult overseeing that they are not alone and that they are safe. Children will always be kept under observation and a member of SLT will always be called for.

Suspension or Exclusion (see Corrective Consequence chart)

In serious cases, it may be necessary to internally (within school grounds) or externally (at home) suspend a child from school for a period of time. The authority to exclude is vested in the Headteacher, and will be carried out when necessary in accordance with the LA policies and guidelines and the DfE guidance "Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion" (Sept 2017). The suspension will either be for a set period, or permanent exclusion may be considered. Parents have the right of appeal to the Governing Body.

The list of behaviours below that may warrant suspension is not exhaustive, and does not indicate behaviours that either currently or previously exist in school:

- Serious physical assault on any member of the school community
- Significant level of disruption during lessons and dysregulation
- Stealing from another person or the school
- Leaving school grounds without permission
- Deliberately spitting at another person
- Bullying in any form
- Throwing objects with the intention to harm or hurt someone
- The use of discriminatory language including racist or homophobic
- Carrying an offensive weapon

Behaviour Plans

We recognise that our behaviour procedures are successful for the overwhelming majority of children although for some, additional support is required. We carefully structure an individual behaviour plan where needed to ensure the child's needs are met. The plan is designed to be followed step by step and in conjunction with the child and their parents.

Pastoral Care

Staff are provided with trauma informed training so that they understand what is required to be an emotionally available adult for children as needed. Those children who require it have a team of emotionally available adults that have an established relationship with the child in order to support co-regulation. The pastoral worker has more extensive training and development in trauma informed approaches so that they can support the child to thrive in school. This includes supporting staff with strategies to protect, relate, regulate and reflect.

Behaviour Outside the School Premises, including online

Where bullying or anti-social behaviour outside school is reported to school staff, it may be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or local authority. If the misbehaviour could be criminal or poses a serious threat to a member of public, the police will always be informed.

The Headteacher will act on incidents of inappropriate online behaviour in the same way for example when pupils post comments on a social networking site or blog, or send text messages that could be viewed as bullying or harassment of another member of the school community, that are counter to the school's Equality and Diversity policy or that explicitly encourages other members of the school community to break the law or bring the school into disrepute.

Visits, school journeys

All of the aims and responsibilities set out above apply when children are involved in any educational, sporting or social activity off the school site, travelling to and from school, wearing school uniform or in some other way identifiable as pupils from the school.

Staff training and development

At induction, staff receive training on implementing the behaviour policy including the use of trauma informed approaches and strategies. They then receive further training through the course of the year to ensure they are confident to support children in different situations that arise. The pastoral worker, who has a diploma in Trauma Informed Schools, informally supports the training and development of other staff when discussing individual children and cases.

Items not to be brought into school (without specific permission from a staff member)

- Mobile phones
- Any recording equipment including digital watches
- Dangerous items that could cause injury to others
- Toys of any description
- Money

Child on Child abuse & Anti-Bullying



It is the aim of the School Behaviour & Relationships policy to help create a positive, supportive atmosphere based on shared values and a sense of community which discourages bullying. It is everyone's responsibility to try to prevent bullying from happening.

In generic terms and stated in the DfE document 'Preventing and Tackling Bullying' the aims and objective of anti-bullying is to develop and maintain;

- A culture of respect where difference is valued
- A system of support for children/young people who have been bullied
- A system of clear, fair and consistent responses to incidences of bullying

Bullying affects everyone, not just the person(s) being bullied but those carrying out the bullying. It affects those who witness bullying and others can be drawn in by group pressure. Bullying of whatever kind is unacceptable and this school will teach children what bullying is, how it affects them and what they can do if someone is bullying them or others.

It must be clearly understood by everyone that it is wrong and will not be tolerated in this school. It will be reported to the Head teacher, and subsequently to the Governing Body.

Staff should be vigilant to the signs of bullying and harassment and they must take seriously any complaint of bullying. If a member of staff has concerns about bullying or a parent/carer informs them of any it must be reported to the Senior Leadership Team. The complaint will be investigated and dealt with firmly, fairly and promptly.

We aim to prevent bullying by:

- delivery of a curriculum that encourages positive behaviour and interactions
- celebrating diversity
- modelling of appropriate respectful behaviour by staff and pupils and other members of the school community
- a supportive ethos

Bullying can take many forms. It is the persistent, wilful and conscious desire to hurt, threaten and frighten another which occurs frequently over time. Bullying can be in the form of::

- Physical bullying
- Verbal bullying
- Peer on peer abuse
- Psychological
- Cyber bullying (eg. By mobile phone, e-mail, internet)
- Exclusion bullying
- Extortion
- Damage and theft
- Hiding things
- Spoiling things

As a school, we will:

- Investigate any suspicion of, or reported, bullying
- Support children who are being bullied
- Put sanctions into place for those perpetrators of bullying behaviour.
- Help the perpetrators to change their behaviour
- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Inform and include the parents of all those involved
- Teach the children about what bullying is and what they can do about it
- Inform parents of our approach
- Help children develop positive strategies and assertiveness
- Record incidents of bullying so that they can be monitored
- Involve other agencies, eg Education Psychologist when necessary

Bullying Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (*this legislation does not apply to independent schools*). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. At Mudeford Infant School we will investigate and deal with any allegations of cyber bullying.

Reporting and Evaluating Incidents of Bullying

Our school has a clear system for gathering information about what is happening in school. The Head Teacher will investigate any incidents of bullying and make an electronic record of this on MyConcern.

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with dealing with any incidents of bullying and success is likely to be measured by the satisfaction shown by children and parent/carers and not necessarily via a reduction in reported incidents.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school will ensure that there is not any prejudice against any particular groups. This will be done by establishing an ethos of good behaviour and respect for all. We will discuss difference and know our children to anticipate any potential bullying.

Appendix A – Guidance on Use of Reasonable Force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 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.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the **head teacher** has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive 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;
- 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.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. If reasonable force has been used it must be reported to the Head Teacher urgently (or the Deputy Headteacher in his absence). A review meeting will be held which will involve recording the incident from all involved and any witnesses. A decision will then be made by the HT whether the parents need to be informed.

- In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:
 - the pupil's behaviour and level of risk presented at the time of the incident
 - the degree of force used
 - the effect on the pupil or member of staff
 - the child's age

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

- All complaints about the use of force will be 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. The governors and the head teacher will support a member of staff if they used their professional judgement and deemed the use of reasonable force was appropriate and a last resort.
- 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 will not be an automatic response when a member of staff has been accused of using excessive force. The school will 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 member of staff. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- If a decision is taken to suspend a member of staff, the school should ensure that the teacher has access to a named contact who can provide support.
- The Governing body will always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against the member of staff.
- 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.
- Appropriate touch can be used as a safety cue even when a child is regulated

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 coaching
- To give first aid.

Communicating the school's approach to the use of force

- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Frequently Asked Questions

I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

How do I know whether using a physical intervention is 'reasonable'?

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

backing of their senior leadership team when they have used force.

What about school trips?

The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Can force be used on pupils with SEN or disabilities?

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Am I expected to use physical Intervention?

There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Are there any circumstances in which a teacher can use physical force to punish a pupil?

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Also see:

Mudford Community Infants School Policy - [Use of Force to Control or Restrain Pupils](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Mundeford Community Infants School

APPENDIX B – ANTI BULLYING FORMS

Bullying Related Incident Report

Date:		Class:	
Name:		Staff Reporting	
Type of Bullying	Other Children Involved	Frequency	
Verbal Excluding from play Physical Race Homophobic SEN Religion/belief Outside of School		More than once a day Daily Few times a week Weekly	
When did this start happening?	What has the parent/carer told the child to do?	What does the parent/carer expect to happen now?	
Initial Action: Date:	Follow up action: Date:	Review Date:	
Signed (Class teacher)			
Signed (Parent/Carer)			
Signed Head Teacher			
Date:			

Dear Pupil

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school deals with the problem.

Class / Form Group

M / F

Do you know how to report an incident of bullying? **no / yes**

Do you know what will happen if you report an incident of bullying. **no / yes**

Do you know what support is available for pupils who experience bullying **no / yes**

Do you feel safe at this school

1	2	3	4	5
No				yes

Please tell us about any improvements we could make within our school with respect to bullying.

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make Mudeford Community Infants school one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Daniel Pope
Head teacher