

FIRTHMOOR PRIMARY SCHOOL



Behaviour and Suspensions Policy

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Appendices

- 1 – Firthmoor Consistencies
- 2 - Rewards
- 3 – Addressing Behaviour Concerns
- 4 – Suspension procedure
- 5 – Physical Intervention / Positive handling of pupils

Introduction

“Good behaviour is a necessary condition for effective teaching and learning to take place.”

In Firthmoor Primary School, we expect high standards of behaviour by developing codes of conduct that are based on shared values, supported by a system of rewards and, where necessary, sanctions.

We believe that it is important that our school should educate and guide children into making an informed choice between right and wrong. We also believe that we have a responsibility to society to help children to become responsible citizens.

This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. We also hold an Anti-Bullying Policy, which is available on our website

Aims

- To create a school ethos where good behaviour ensures effective learning
- To create an environment which encourages and reinforces good behaviour
- To ensure consistency of approach to behaviour expectations and strategies throughout the school
- To promote self-discipline, respect and positive relationships

In order to achieve our aims, we:

- Recognise and reward positive behaviour
- Provide children with strategies to enhance positive behaviour
- Support families of children with behavioural concerns
- Work alongside other agencies to provide extended support services for staff and families

School Ethos

Adults in school have an important responsibility to model high standards of behaviour, as their example has an important influence on the children.

We aim to:

- Encourage relationships based on kindness, respect and understanding of the needs of others whilst promoting good role models
- We ensure fair treatment for all regardless of age, gender, race, ability and disability

We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience.

We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour

The Curriculum and Learning

We believe that effective learning contributes to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to promote good behaviour.

Classroom Management Procedures

Relationships between adults and children, and strategies for encouraging good behaviour have a bearing on the way children behave. The classroom environment also gives clear messages to the children about the extent to which they and their efforts are valued.

- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.
- School rules, rewards and consequences for behaviour expectations should be explained to pupils at the start of each school year and revisited on a regular basis
- Clear instructions using positive language should be used.
- Adults should use a calm but firm manner when dealing with behaviour issues.
- The class environment should be conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Rules

Our school rules are regularly brought to the children's attention.

Listen carefully and follow instructions

Enter school on time – ready to learn

Always use kind words

Respect others and school property

Never say, "I can't"

Our expectations of pupils in our school are;

- Arrive on time to lessons/classes
- Listen carefully and respectfully to the teacher
- Treat others with respect and consideration at all times
- Move sensibly and calmly around the buildings and grounds
- Never make hurtful comments to others
- Violence of any form is not acceptable

Our Firthmoor Consistencies (*Appendix 1*) are reviewed every half term with pupils and staff to ensure that everyone understands our expectations.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than a focus on negative behaviour which impacts upon learning. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise.

Our reward system is designed to recognise all children. As well as whole school strategies (*Appendix 2*) staff may use a variety of rewards appropriate to their own class or group e.g. table points/raffle tickets.

Addressing behaviour concerns

Although rewards are central to the encouragement of good behaviour, there is also a need for sanctions (*Appendix 3*). All staff have a shared responsibility for maintaining high standards of behaviour throughout the school.

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

It must be clear why addressing behaviour concerns quickly and effectively is a whole school responsibility. School staff may confiscate pupils' property and request that a responsible adult collects it from school at an appropriate time

Reflection

Children who are still not following classroom rules after a period of "time out" are given time away from the classroom to reflect on their behaviour, accompanied by a member of support staff or the school's Inclusion Officer

- Parents are informed and KS2 children make up for lost learning time
- The child is given the opportunity to discuss with an adult how they might modify their behaviour

Suspensions

Where anti-social, disruptive or aggressive behaviour is extreme, children may be subject to an in-school suspension. In such cases, pupils are taught away from their class group and remain with an adult at break and lunchtimes. As a last resort, sanctions may include fixed term or permanent suspension. (*Appendix 4 – Suspension Procedure*)

The school works in partnership with a Behaviour Support consultant to provide support to both the pupil and their family.

For a fixed term suspension, work will be provided by the school to be completed at home. A meeting is held with the suspended pupil and parents/carers before a return to school.

If behaviour continues to be extreme and all previous support has been unsuccessful, then further support would be sought to arrange a 'managed move' for the pupil in preference to a permanent suspension.

Parental Partnership

We place a high priority on positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour.

Each term parents will be offered the opportunity for face to face discussions on their children's overall progress. Where behaviour is causing concern, parents will be informed at the earliest stage. Their involvement will be sought in devising a plan of action which may include guidance from extended support services.

Young Carers

Children identified as young carers will receive additional support where necessary and have access to the designated young carers' leads in school

Playground Behaviour

We recognise that the consequences of poor playground behaviour can adversely affect classroom learning.

We provide a high level of supervision during break times as well as a varied selection of playground equipment and games. The school also has free use of the community multi-games area which is used on a rotation system by the pupils as well as part of our reward system.

If a child demonstrates unacceptable behaviour at playtimes sanctions will apply and are monitored, which may result in removal from the playground.

Child on Child abuse – Including sexual violence and sexual harassment between children

Child on child abuse can take many forms and any concerns will be taken seriously, investigated and dealt with appropriately. **No child on child abuse, sexual violence or sexual harassment is tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support.** Our procedures in school ensure staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. There should be an awareness that even if there are no reported cases, this doesn't mean it's not happening.

All staff are aware that safeguarding issues can manifest themselves via **child on child abuse**. This is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying);
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **sexual violence**, such as rape, assault by penetration and sexual assault;
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia which may be stand-alone or part of a broader pattern of abuse;
- **upskirting**, typically involves taking a picture under a person's clothing without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender can be a victim
- **sexting** (also known as youth produced sexual imagery); and
- **initiation/hazing** type violence and rituals.

Anti-bullying

We believe that all children have the right to feel confident, safe and secure in our school. It is the responsibility of all adults to make sure we teach our children and help them to understand that words and actions that threaten, hurt or upset others are not acceptable.

All incidents of bullying are taken seriously and dealt with to ensure our children's feelings are respected. The Inclusion Officer facilitates discussion between pupils following friendship disputes and suspected bullying incidents to promote good child relationships

It is extremely important that our families feel they can trust us to resolve problems fairly and will be kept informed of actions taken to resolve the incidents.

Safe Handling of Children

Physical intervention is avoided unless absolutely necessary and may be used under the following circumstances:

- To prevent a child committing an offence.
- To prevent a child harming/injuring themselves or others.
- To prevent a child damaging property.

If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy (*appendix 5*)

In certain circumstances, school staff retain the right to manage the behaviour of pupils who display inappropriate behaviour when they are not in school, e.g. on the way to and from school premises.

All physical interventions will be recorded and reported to parents and monitored by the Governors.

SEND

The school acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with Special Educational Needs and Disabilities.

We aim to keep children in the supportive environment of our school and implement strategies to help those children presenting behavioural difficulties.

Any child who persistently demonstrates a Social, Emotional or Mental Health need (displaying disruptive behaviour or causing serious concern) will be placed on the SEND register and a support plan will be devised to meet the needs of the individual.

Where necessary other agencies will be asked to support the child, their family and the school in its implementation.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary

Appendix 1

Firthmoor Consistencies

Be Ready, Be Safe, Be Kind.

General

Adults catch children making the right choices; giving specific praise and rewarding behaviour that is over and above.
All adults follow up on behaviour every time, retaining ownership.
Adults praise in public and reprimand in private.
Adults explicitly teach, model and practise the behaviours expected of the children.

Uniform

All children in plain or 'Firthmoor logo' red jumpers, white or pale blue shirts or polo shirts, black or dark grey trousers/plain leggings, shorts or skirts, school shoes or trainers. Make-up, false nails and eyelashes are not appropriate.
Jumpers are not to be tied around waists they are to go on pegs or on chairs.
T-shirts are tucked in.
PE Kit – must be black joggers/leggings or shorts and a red t-shirt with a red sweatshirt.
No earrings for PE and only studs for school.
Phones and smart watches should not be used in school. They need to be switched off and handed into the office or to the class teacher.
No backpacks, handbags or pencil cases or oversized water bottles.
Only water to be brought into school.

Firthmoor Consistencies

Be Ready, Be Safe, Be Kind.

Lunch Hall

Use a knife and fork.
Wait until your mouth is empty to speak.
Place your knife and fork together when finished.
Make sure food is swallowed before leaving the hall.

Playtimes

Staff are prompt to go outside, open areas and set up games and equipment.
Staff have a specific outside zone to be responsible for.
This includes setting up activities, overseeing activities and ensuring pupils are making safe choices.
Staff to take the first aid bag outside.
Broken outdoor play resources to be taken to the office.
Only penny floaters/sponge balls to be used outside – no hard footballs.
Children to line up, one behind the other and facing the front to walk into school calmly and quietly.

Classroom

Adults meet and greet children as they enter the classroom/school.
A visual timetable is shared with all pupils every day.
Re-cast correct grammar for pupils. Expect pupils of appropriate ages/stages to know the appropriate spoken grammar.
Seating – bottom to the back of the chair and chair pulled under, feet flat on the floor.
Turn off any unneeded lights, computers etc.
Children and adults work together to ensure classrooms are tidy and organised.
Adopt a 'positive practice' approach – pupils are expected to repeat an action to show the correct behaviour e.g. re- entering a classroom in the appropriate manner
5:1 ratio of positive to negative comments
When school becomes aware of a negative change in circumstance, they act to increase the positive influences e.g. counselling

Corridors – Fantastic Walking

Children are reminded of the school expectations before leaving the classroom.
An adult leads and one follows where possible.
Lines remain standing in assembly until asked to be seated (any changes to seating arrangements can then easily be made).
Adults remain standing until all children are seated.
Adults model entering and exiting the hall silently.
Any children talking in assembly are moved to the end of the line by the teacher.
All adults take responsibility for dealing with any inappropriate behaviour in school.
Pupils must keep to the left and remain one behind the other so that people can get past.
Pupils must walk sensibly and quietly.
Pupils must line up quietly and one behind the other facing the front before they are able to come in from playtime.

School Rules

Listen carefully and follow instructions
Enter school on time – ready to learn
Always use kind words
Respect others and school property
Never say, "I can't"

Rewards



- Acknowledgement - a smile or verbal praise
- Time with the teacher/TA
- Stickers or certificates
- Class treats - such as 5 mins extra playtime
- Notes or a phone call home
- Pupil of the Week award



Addressing Behaviour Concerns

- Recognition of issue - a look or moving closer to the child
- Re-directing to task - revise task or expectation
- Move seat in the classroom
- Quiet 1:1 discussion to address issue
- 1:1 discussion to address issue in pupil's own time
- Contact with parent
- Consult with member of SLT/IO - further sanctions may include:
 - Missing playtimes
 - HT discussion with child
 - Meeting with parents

Appendix 4

Suspensions

What is Suspension?

Suspension is when a child is not allowed to attend their school following a breach of the school's behaviour policy. Suspensions can be lunchtime, fixed term or permanent.

Fixed Term Suspensions

Can be lunchtime or ½ a day and up to 45 days in any school year. Pupils must not be in a public place during school hours while suspended. The school will:

- inform parents/carers as soon as possible by telephone and by letter. This letter should include dates, reason for suspension, any re-integration meeting details and who to contact
- provide work for the child to complete and return
- provide full time education from the 6th school day of suspension onwards
- review all suspensions with the governing body, who must also discuss any suspension/s totalling 15 days or more in a term. Parents/carers must refer to the schools complaints procedure if they feel the school has not acted fairly

Permanent suspension / Exclusion

The school will only permanently suspend/exclude when:

- a child seriously breaks the School's Behaviour Policy or breaches it on a persistent basis
- if a child were to remain in school, it would seriously harm his/her education or welfare or that of others in the school

The school will:

- inform parents/carers as soon as possible by telephone and by letter. This letter should include the reasons for the suspension and details of your right to make representations about the suspension to the governing body and how such representations should be made.
- inform the parents/carers that they are legally required to ensure that, for the first five days of the suspension, their child is not present in a public place during school hours without reasonable justification, and that failure to do so could result in a fixed penalty notice being issued to your or prosecution
- inform the local authority of the suspension.
- provide work for the child to complete and return for the first five school days
- arrange a meeting with the governing body between by 15th school day following the suspension
- invite parents/carers and the child to attend any necessary meetings and send copies of all the papers which will be presented to the governors, five school days before any of the meetings take place

The Local Authority will:

- contact the parents/carers as soon as possible to arrange education provision from the 6th school day following the suspension
- attend any necessary governing body meetings held at the school
- offer support and guidance regarding the procedures regarding suspensions

Factors to consider when excluding a pupil

When considering the suspension of a pupil, the headteacher will:

- Allow the pupil the opportunity to present their case.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.

The headteacher will consider what extra support may be available for vulnerable pupil groups whose suspension rates are higher, to reduce their risk of suspension, including the following:

- LAC
- Pupils eligible for FSM
- Pupils with SEND
- Certain ethnic groups

The headteacher will consider avoiding permanently excluding LAC, those with SEMH issues or pupils with an EHC plan. Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the headteacher, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities.

Independent review panel

The LA will review the governing board's decision not to reinstate a permanently suspended pupil if the parents submit their application for this within the required time frame.

The LA will constitute an independent review panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity.
- A current or former school governor who has served for at least 12 consecutive months in the last 5 years.
- A headteacher or individual who has been a headteacher within the last 5 years.

Parents are required to submit their applications within:

- 15 school days of the governing board's notification of their decision.
- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above timeframe will not be reviewed. Parents are able to request an independent panel review even if they did not make a case to, or attend, the governing board's initial consideration of the suspension. The LA will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance document 'Suspension from maintained schools, academies and pupil referral units in England'.

Appendix 5

Positive handling of pupils / physical ‘intervention’ policy

Introduction

The term ‘Positive Handling’ includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a student. The term ‘physical restraint’ is used when force is used to overcome active resistance. These are referred to as ‘Restrictive Physical Interventions’ in National Guidance (DfE “Use of Reasonable Force” – A Guide for Headteachers, Staff, and Governing Bodies; July 2013)

A clear and consistent positive handling policy supports pupils who have social, emotional and mental health difficulties within an ethos of mutual respect, care and safety. Pupils experiencing social, emotional and mental health difficulties sometimes present a risk to themselves and others. Section 93 of the Education and Inspections Act 2006 describes the circumstances in which teachers and others authorised by the respective academy’s Principal may use reasonable force to control or restrain students. Examples of when such action may be reasonable are to prevent pupil from doing, or continuing to do, any of the following:

- injuring themselves or others
- causing damage to property (including the pupils own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

This policy details how we implement the guidance across the school. It should be considered alongside LA policy statements and national guidance to help staff ensure that any actions they take are reasonable, proportionate and absolutely necessary.

Who can use reasonable force?

The Act allows all members of school staff and other people who have been authorised by the Headteacher to have control or charge of pupils, such as volunteers or students. Staff should make reasonable adjustments for disabled children and children with special educational needs (SEN).

In normal practice, only staff who have undergone specific training in the use of physical intervention will restrain pupils.

The school takes its duty of care towards students, employees and visitors to the academy/school very seriously. Staff protection is an important part of student protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the students in our care.
- The second is the welfare and protection of the adults who look after them

Practical considerations

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour.

Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own behaviour management by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Before intervening physically, a teacher can, wherever practical, still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When students are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

The Last Resort Principle

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”

Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

If physical intervention is necessary it may take several forms. It might involve staff:

- physically interposing between pupils or blocking a pupil's path
- leading a pupil by the hand or arm
- moving a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds (only by trained staff)

Staff should always try to deal with a situation through other strategies before using physical intervention.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported. When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs).

Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded (for instance in a room). Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

Positive Handling Training

All staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Positive Handling, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Positive handling training is always provided by qualified

instructors with rigorous guidelines. Further details of the Positive Handling training used by school can be found on the website <http://positivehandling.education/learning/>

Recording Incidents

It is important that there is a detailed written report of any occasion where physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and where it will be helpful should there be a complaint. Immediately following any incident, the member of staff concerned should inform the Headteacher, a senior member of staff or the inclusion officer and provide a written report as soon as possible. This should include;

- the name(s) of the pupil(s) involved, and when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that physical intervention was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of physical intervention used, how that was applied, and for how long
- the pupil's response and the outcome of the incident
- details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property – if applicable

Following the completion of the report, the member of staff will to inform parents/carers of the incident involving their child, and give them an opportunity to discuss this further, if necessary.

Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the behaviour management policy or this positive handling policy.

Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else. Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training.

Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

Complaints

A dispute about the use of physical intervention by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under the child protection procedures. DfEE Circular 10/95: Protecting Children from Abuse gives guidance about the latter, and about procedures for dealing with allegations against teachers.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of physical intervention was reasonable in all the circumstances. In that event, however the panel, or court, would have regard to the provisions of section 550A.