

APPENDIX 1 – REWARDING GOOD BEHAVIOUR

Springfield actively seeks to encourage all pupils to conduct themselves in a manner which shows that they are: ready for school/learning; respectful towards others; and safe at all times. The school seeks to praise pupils for 'getting it right' rather than sanction them for 'getting it wrong' and places first attention to good conduct.

Rewards include:

- Verbal praise and acknowledgement
- 'House points' which build towards certificates, postcards, badges and prizes
- Attendance certificates for improvement and 100% attendance
- Annual subject and achievement awards
- Specific school trips and events
- The awarding of Tutor Group Assistant status in Year 10
- The awarding of Prefect status in Year 11
- The awarding of 'lead' roles of responsibility within the House system, School Council and elsewhere
- Headteacher commendations and Governor awards

APPENDIX 2 – BEHAVIOUR EXPECTATIONS (READY, RESPECTFUL, SAFE)

Our aim is to provide clear and simple guidance for all pupils on the school's expectations of behaviour based on our simple mantra: 'ready, respectful and safe (RRS)'. All pupils are taught about what this means in different contexts, and that all actions and behaviours can, and should, be governed by these expectations.

Pupils should (not exhaustive):

Be ready

- Attend school on time each day
- Attend all timetabled lessons and other activities on time
- Wear full school uniform smartly at all times
- Bring all necessary equipment to school every day
- Work hard and support others to learn
- Follow each teacher's seating plan and classroom expectations/routines

Be respectful

- Treat other people, their property and the environment with kindness and respect
- Follow the instructions given by staff first time
- Take care of school property (never cause damage or write graffiti)
- Place all litter/recycling in the bins provided
- Use appropriate language only (do not use swear words, banter or prejudicial language)
- Support all members of the school community (never discriminate)
- Report concerns/incidents promptly to a member of staff

Be safe

- Take responsibility for their own safety and wellbeing, and that of others - including being safe online
- Move calmly and safely around the school site

- Follow the instructions given by staff first time
- Report incidents/concerns promptly to a member of staff
- Settle disagreements without the use of force, intimidation, bullying or violence
- Never bring into school, or use, drugs, including alcohol and cigarettes, which are prohibited on school premises or anywhere near to school
- Never bring into school any object likely to cause injury or damage, including lighters, matches, aerosol cans and knives
- Avoid bringing into school any object of value which is not essential to their work e.g. jewellery, large amounts of money, personal electronic devices
- Remain on the school premises at all times during the school day unless they have permission to leave

These behaviour expectations apply to all pupils involved in education or in extra-curricular activities at Springfield School at any time, whether travelling to or from school, and when off-site undertaking an activity organised through the school.

Rewards and behaviour concerns/incidents are reported/logged by staff, via our ClassCharts system, and subsequently visible (and identifiable by type) to both pupils and parents

CHILD ON CHILD ABUSE

As outlined in the school's Safeguarding and Child Protection Policy we are intolerant of any form of abuse at Springfield including the use of inappropriate language, prejudice or 'banter' between pupils.

Incidences of child on child abuse are dealt with swiftly and sensitively in full accordance with part 5 of Keeping Children Safe in Education and the school's Safeguarding and Child Protection Policy.

All staff are trained and aware of the need to report incidences quickly via the Designated Safeguarding Lead.

Safeguarding incidents/allegations are recorded on the School's Safeguard system. Prejudicial and/or inappropriate language is logged/recorded via the school's ClassCharts system.

APPENDIX 3 – CONSEQUENCES (SANCTIONS)/RESPONSES TO BEHAVIOUR INCIDENTS

Systems are in place to guide and support pupils to reflect upon, and modify, their behaviour in order to avoid escalation; there are other sanctions in place before the stage of suspension or permanent exclusion, which can be applied in the vast majority of circumstances. All incidents are reviewed and the school will endeavour to use all available evidence to support the decision to impose a sanction and to what level. When reviewing evidence, the school will make decisions based on the 'civil standard of proof' i.e. 'on the balance of probabilities' (it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt').

Evidence might include: witness statements, witness interviews, CCTV footage, mobile phone recording. Although we may inform parents that their child has supplied a statement – verbal or written – as part of an investigation, we are not obliged to and will interview pupils if we need to without parental consent or presence. All documents relating to an investigation are confidential: we do not share pupil or staff statements, CCTV or phone footage with parents (or others) for data protection and safeguarding reasons.

Other than in exceptional circumstances (or where consent has been given) the school will not share, with parents/carers, the specific sanctions given to another pupil as a consequence of a particular incident; this is for reasons of safeguarding and data protection.

Pupils must expect to be charged for replacement or refurbishment following wilful damage to school property and/or the fabric of the buildings in accordance with the school's Charging Policy.

The school will carry out a risk assessment when a pupil returns to school following any incident involving serious physical aggression towards others or any other uncontrolled behaviour. This will be discussed and agreed with parents/carers and any appropriate outside agency in order to minimise further risk to individuals, to take all reasonable precaution against a similar incident happening again and to safeguard all pupils and staff in the school.

The school reserves the right to report suspected criminal activity to the police or other appropriate authority and to support any subsequent investigation. The school will also support Police investigations, as appropriate/practicable, if they are taking place as a consequence of a report made from a source outside school. Should the Police visit the school to conduct pupil interview(s) (voluntary or otherwise) as part of an investigation then the school will take responsibility, along with the Police, to ensure that the pupil is accompanied by an appropriate adult (usually a parent or family member).

Consequences/behaviour responses include:

Consequence	*Example of Behaviour	Staff
Classroom Warning (one clear warning followed by action)	Talking/preventing others from learning Distracting others Failure to follow instructions first time Refusal to engage in work Lack of equipment	All Staff
15 Minute Detention	Failure to correct behaviour after warning Late to tutor time Littering	All Staff
30 Minute Detention	Failure to correct behaviour after 15 minute detention set Continued refusal to engage in work Failure to attend 15 minute detention Lesson disruption Lack of homework Chewing gum	All Staff

	Eating in lessons Swearing directly at a peer Refusing to follow staff instruction Unkind action towards another pupil (verbal/physical)	
60 Minute Detention	Failure to attend 30 minute detention Failure to correct behaviour after 30 minute detention Persistent refusal to engage in work Breach of E-Safety Policy Persistent late to lesson/tutor time (three per week) Parked in another classroom Damage to school property Use of mobile phone	All Staff
90 Minute Detention	Failure to attend 60 minute detention Truancy Refusal to be parked in another classroom Vaping/smoking on school site Prejudicial behaviour	HoD HoA PM SLT
Reflection Room	Vandalism of school property Physical aggression towards another pupil Persistent disruption of learning Failure to attend a 90 Prejudicial behaviour Refusal to follow instructions	HoD HoA PM SLT

When responding to a serious behaviour incident (L3-5) school staff should refer to the school's internal guidance document: 'Responding to a serious behaviour incident (L3-5)'

Suspension/permanent exclusion:

- When reaching a decision to use suspension and/or permanent exclusion the Headteacher must ensure that it is: lawful; reasonable; fair; and proportionate

Suspension	No. of Days	Type	Authorisation	Letter	Reintegration Meeting	Reintegration Report
Level 1	< 1	Reflection Room (Springfield)	On-call SLT			
Level 2	> 1	Reflection Room (Springfield)	AHT/DHT/HT		✓ PM/HOA	
Level 3	> 1	Alternative suspension (AS) at a Portsmouth School (in line with LA protocols)	DHT/HT	Level 3 letter DHT, HT LA informed	✓ DHT/HOA	✓
Level 4*	> 1	Formal suspension. Full-time education must be arranged no later than the 6 th day of suspension	DHT/HOS/HT	Legal letter LA informed	✓ DHT/HOS/HT	✓
Level 5*	> 1	Permanent exclusion. Full-time education must be arranged no later than the 6 th day of exclusion (preferably sooner)	HT/Local Governing body	Legal Letter LA informed	N/A	N/A

* In conjunction with legal guidance from DFE: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, August 2024

REMOVAL FROM CLASSROOMS (INCLUDING THE USE OF THE REFLECTION ROOM)

Removal from classrooms can be used where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal should be used for the following reasons only:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space (e.g. the school's designated SEND area)

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 or SEND as part of a planned response.

If a pupil is placed in the school's reflection room, parents are always informed on the same day, via ClassCharts and/or phone call, of the reason and are invited to work with the school in order to find a resolution. Failure to comply with the expectation of the reflection room will lead to further sanctions up to and including suspension.

ALTERNATIVE SUSPENSION (LEVEL 3)

Springfield is part of the Portsmouth Alternative Suspension Protocol. If pupils have failed to respond to Springfield's own sanctions, then they may be sent to the isolation provision in another Portsmouth school, as an alternative to formal suspension from Springfield. (This sanction may also be used in conjunction with suspensions.) In exceptional circumstances alternative suspension may be used for more than 5 days.

SUSPENSION AND PERMANENT EXCLUSIONS (LEVELS 4 AND 5)

Suspensions or permanent exclusions are decided by the Headteacher only as a last resort and when other sanctions have been exhausted or have otherwise been deemed inappropriate. They are considered to be a very serious sanction used in rare and isolated circumstances at the school. Suspensions/permanent exclusions can be issued for behaviour which has taken place outside school.

Suspensions/permanent exclusions are issued in line with guidance in the DFE publication: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024).

These are formal and official and stipulate that a pupil must not be in a public place without good reason for the duration of the exclusion. The Local Authority is informed immediately and details remain on pupil and school records. The sanction of suspension/permanent exclusion is rarely applied and it is very likely that parents will have already been involved by the school to discuss the pupil's unacceptable behaviour.

Prior to a suspension/permanent exclusion decision the Headteacher will, if appropriate, take the pupil's views into account and inform them about how their views have been factored into any decision made. Pupils will also be informed in person (where practicable) of the suspension/permanent exclusion decision and the school will inform parents by telephone before the pupil is sent home. If a child has a Social Worker, the Social Worker will also be informed of the decision to suspend/permanently exclude.

An official letter of suspension/permanent exclusion will be posted or emailed within 24 hours. Following a suspension parents/carers are required to come into the school (or attend a remote meeting) to discuss the matter with senior staff as part of a formal re-integration process.

Pupils may not be sent home for reasons pertaining to behaviour without a suspension/permanent exclusion being issued and pupils cannot be removed from the school roll without formal permanent exclusion ('off-rolling'). Parental/carers consent must always be given before a child is sent home for any reason.

In the absence of the Headteacher responsibility for final decisions regarding suspensions are delegated to the Head of School and/or Deputy Headteachers. Certain elements of investigating incidents and communicating matters pertaining to incidents and sanctions, including suspensions and permanent exclusions, are delegated to other staff.

APPENDIX 4: BEHAVIOUR INTERVENTIONS/PUPIL SUPPORT

The following behaviour support interventions are used and reviewed as appropriate/applicable to the circumstances/needs of the pupil (not exhaustive):

- Restorative/relational conversations/meetings
- Report cards - Several types of daily report card are also used to allow pupils, parents and staff to gain an accurate picture of a pupil's behaviour – both negative and positive. All are involved in addressing problems and deciding objectives for improvement as appropriate for uniform, punctuality or behaviour monitoring for example
- Individual Behaviour Plan (IBP)
- Pastoral Support Plan (PSP)
- Individual risk assessment
- SEN/Pastoral team support e.g. ELSA, conflict resolution, Art therapy
- External agency support/referrals such as CAMHS, MABS, Educational Psychologist and Police
- Referral/application for a 'change of provision' to another school (sometimes called a 'managed move')
- Referral/application for alternative provision such as The Harbour School

All forms of support are discussed and agreed with pupils/parents where possible/applicable. Interventions are also regularly reviewed and modified as required to ensure the greatest chance of success.

In rare circumstances, the school governors may use their power, under section 29A of the Education Act 2002 (and in conjunction with the guidance laid out in the DfE Suspension and permanent Exclusion from Maintained Schools, August 2024) to 'direct' a pupil off-site as follows:

'The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil'.

APPENDIX 5 – SEARCHING, SCREENING AND CONFISCATION

School protocol draws on the powers set out in the Education Act 1996 and follows guidance set out in Searching, Screening and Confiscation (DfE July 2022). This informs the school's policy and includes guidance for staff.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items.

SEARCHING AND CONFISCATION

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, e-cigarettes (vapes), fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property (including the pupil)
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If necessary, the school may also report prohibited items (such as knives) to the police and support any subsequent investigation. The police may also choose to seize and dispose safely of prohibited items.

SEARCHES

- The conduct of searches is set out in the DfE document 'Screening, searching and Confiscation – advice for headteachers, staff and governing bodies' DfE 2022 which states that a person may carry out a search only if he or she is the Headteacher of the school, or he or she has been authorised by the Headteacher to carry out the search
- At Springfield School the Headteacher has authorised the Senior Leadership Team to carry out pupil searches
- Searches must only be carried out where the Headteacher or Senior staff have 'reasonable grounds'/suspicion and/or cause for concern (this must be appropriate, proportionate and consistently applied)
- Before any search the consent of the child will be sought unless the member of staff believes there is an immediate risk of harm to the child or another member of the school community (pupil, staff or visitor)
- Parents will be informed on the same day of the search
- A record of searches will be kept, via the school's Safeguard system, to include:
 - a. the date, time and location of the search;
 - b. which pupil was searched;
 - c. who conducted the search and any other adults or pupils present;
 - d. what was being searched for;
 - e. the reason for searching;
 - f. what items, if any, were found; and
 - g. what follow-up action was taken as a consequence of the search.
- Pupil searches should be carried out, where possible/practicable, with two staff present, with one member of staff acting as a witness. At least one must be an authorised person and at least one should be the same sex as the pupil. However, there is a limited exception to this rule where it is believed that there is a risk of serious harm if the search is not conducted immediately. It may be appropriate/necessary to invite a PCSO/Police Officer to support the search process.
- It is Springfield School's protocol that searches are restricted to the pupil's bag and pockets/outer clothing, ideally removed. Intimate searches are not carried out by Springfield staff and should the circumstances warrant such a search it will be a matter of professional judgement as to whether to contact the police with a view to their carrying out the search
- It is Springfield School's protocol that any search will not be intimate, i.e. it will respect personal privacy and be restricted to the pupil's bag(s), locker and outer clothing, although pupils may turn out their trouser pockets, socks etc. If pupils refuse a request to be searched the authorised member of school staff nonetheless has the power to search without the pupil's consent for prohibited items

CONFISCATION

School staff can seize any prohibited items found as result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The 2022 DfE guidance on searching, screening and confiscation outlines what the school should do with prohibited items which have been confiscated as a consequence of a search

WAND/SCREENING PROTOCOL

This protocol should be read and used in conjunction with the following DfE guidance:

[Searching Screening and Confiscation Guidance July 2022](#)

It must also be read in conjunction with the school's behaviour policy and procedures for 'searching' pupils as outlined above.

WHAT IS A 'WAND'?

- The school's 'Garrett Superscanner' Wand is a small hand-held metal detector used for the purpose of screening/scanning a person's body/clothing for prohibited items which may be concealed from view or easy access. Most 'vapes' and items such as mobile phones will trigger the wands alarm system due to their metallic components

CONTEXT/RATIONALE FOR ITS USE IN SCHOOL

- The school's wand is to be used in exceptional circumstances where reasonable grounds for suspicion exist that a student may be concealing/carrying prohibited items
- The wand is to assist school leaders and authorised staff with the safe running of the school
- The use of the wand has been prompted by the increase in the number of pupils bringing 'vapes' into school for the purpose of 'vaping' on the school site

ACTIONS BEFORE THE USE OF WAND IS IMPLEMENTED

- Parents should be informed that the school will be using a screening device (wand) in accordance with searching procedures
'If a headteacher decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced' (DfE Sept 2022)
- Pupils will also be informed of the potential use of the wand via assemblies and the rationale for this action
- Parents / Carers should be notified of any search/screening procedure after it has taken place for their child

WHO, WHEN AND HOW?

'Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for' (DfE Sept 2022)

- The conduct of searches and screening are set out in the DfE document 'Screening, searching and Confiscation – advice for headteachers, staff and governing bodies' DfE 2022 which states that a person may carry out a search only if he or she is the Headteacher of the school, or he or she has been authorised by the Headteacher to carry out the search
- At Springfield School the Headteacher and Governing Body has authorised the Senior Leadership Team to carry out pupil searches/screening using the wand
- Searches/screening must only be carried out where the Headteacher or Senior staff have 'reasonable grounds'/suspicion and/or cause for concern (this must be appropriate, proportionate and consistently applied)
- Before any search or screening the verbal consent of the child should be sought unless the member of staff believes there is an immediate risk of harm to the child or another member of the school community (pupil, staff or visitor)
- If pupils refuse a request to be searched/scanned the authorised member of school staff nonetheless has the power to search/scan without the pupil's consent for prohibited items
- Parents/Carers will be informed on the same day of the search/screening
- A record of search/screening will be kept, via the school's Safeguard system, to include:
 - a. the date, time and location of the search/screening
 - b. which pupil was searched
 - c. who conducted the search and any other adults or pupils present
 - d. what was being searched for
 - e. the reason for searching
 - f. what items, if any, were found; and
 - g. what follow-up action was taken as a consequence of the search.

- Pupil searches/screening should be carried out, where possible/practicable, with two staff present, with one member of staff acting as a witness. At least one must be an authorised person (SLT) and at least one should be the same sex as the pupil. However, there is a limited exception to this rule where it is believed that there is a risk of serious harm if the search is not conducted immediately. It may be appropriate/necessary to invite a PCSO/Police Officer to support the search process
- It is Springfield School's protocol that searches/scanning are restricted to the pupil's bag and pockets/outer clothing. Intimate searches are not carried out by Springfield staff and should the circumstances warrant such a search it will be a matter of professional judgement as to whether to contact the police with a view to their carrying out the search
- IF the wand alerts/beeps it will be the expectation that the student reveals the item which has triggered the wand and hands it over if it is an item prohibited by the school's behaviour policy
- It is Springfield School's protocol that any scan will not be intimate, i.e. it will respect personal privacy and be restricted to the pupil's bag(s) and outer clothing. Screening activity should follow the practical procedure outlined below:

Screening/scanning - practical guide for authorised staff

- Pupils should be reassured that this activity is being undertaken for their own safety and protection and that no intentional physical contact will be made during the scanning process
- Pupils should also be made aware that the wand will beep/signal if it detects any metal object but the purpose of the scan is to check for prohibited items and, if none are found, provide reassurance of this status
- Explain to the pupil that if the wand beeps/signals they will be expected to show/reveal the metal item causing this (the exception would be underwear like bra's)
- Before scanning, ensure there is sufficient space around you and the pupil such that they still have personal space (consider the best venue for this and to ensure privacy). This allows you to fully scan the pupil with the wand. N.B allow space to move around the pupil during the scanning process
- When scanning, the wand should be held close to the pupil's body at all times. The wand should not touch the pupil. You should keep the wand one to two inches away from the pupil working parallel to their body
- Scan the back of the pupil's body first. Start at the shoulder and work your way downward to the leg and the feet. Move to the opposite foot and work your way upward to the shoulder. After doing the outline of the back of the body, check the head, neck, back, and belt line of the pupil
- Now, repeat the same process on the pupil's front side. Pocket areas should be checked carefully. Although you checked their back, the wand could be triggered during a front search
- You do not need to scan between a pupil's legs. The sensitivity of the wand will ensure that front and back scanning is enough to trigger the device
- When the wand signals, you must always find out what caused it to trigger. You must check what made the signal by asking the pupil to reveal the item. You must see the object that triggered the wand and confiscate any prohibited items. You must investigate each signal you get from the wand. Don't let a pupil 'explain away' the metal detector's signal
- IF the pupil refuses to hand over prohibited items then parents should be contacted at the earliest opportunity, consideration should be given to placing the pupil in the Reflection Room (unless there is an immediate risk to their own (or others) safety in which case the Police should be contacted)
- After a pupil has removed metal objects, scan the area once more to ensure there is nothing else hidden in the same place
- Zips, bra clips, and electronic devices such as smartphones may set off the wand. Be prepared for these items
- At the end of the scan thank the student for their cooperation (if applicable)

APPENDIX 6 – USE OF REASONABLE FORCE AND RESTRAINT

- The school follows the guidance and expectations outlined within the DfE 'use of reasonable force' (2013) and Behaviour in Schools guidance (February 2024)
- When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property
- Designated school staff training receive ongoing specialist training in this regard appropriate to their role
- Where it is known that a pupil may require restraint that pupil should already have had a risk assessment completed and plan in place notifying staff that restraint procedures may be necessary. Parents/carers will have been involved in the creation of this plan
- Pupils who do not have plans will have one drawn up should such a need arise following an incident
- Staff should take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, de-escalation and distraction, and the pupil should be warned verbally that physical restraint will be used unless he/she desists. It should be noted that a verbal warning may not be practical in all situations
- Only the MINIMUM FORCE NECESSARY to prevent physical injury or damage should be applied
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses
- As soon as it is safe, restraint should be gradually relaxed to allow the pupil to regain self-control. Restraint should take place calmly but firmly
- Restraint should be an act of care and control, not punishment
- The circumstances and justification for using physical restraint must be recorded in writing and referred to a member of Senior Leadership Team and DSL immediately and in person
- Afterwards, the pupil should discuss and be counselled on why it was necessary to restrain him/her. He/she should also be given the chance to put his/her side of the story
- The Headteacher, or senior member of staff authorised to act for the Headteacher, should discuss the incident with the teacher/person using the force within 24 hours
- A full written report of every incident should be recorded on Safeguard and given to a member of Senior Leadership Team and DSL as soon as is practically possible, and in any case within 24 hours, who will ensure that parents are informed of the incident
- When it is clear that the teacher concerned needs further advice/support/training, the Headteacher, or appropriate member of Senior Leadership Team, should take prompt action to see that it is provided
- Appropriate training will be provided for staff according to individual need
- All teachers and staff who the Headteacher has authorised to have control or charge of pupils automatically have the statutory power to use force. At Springfield this power applies to any member of staff at the school
- No member of staff is required to use physical restraint and staff should always be mindful of their personal safety. Any injury sustained by staff or pupil must be reported on an Accident (Health and Safety Reporting) Form.

DECIDING WHETHER TO USE REASONABLE FORCE

- When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
- Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it
- The degree and duration of any force applied must be proportional to circumstances
- The potential for damage to persons and property in applying any form of restraint must always be kept in mind
- The failure of a particular intervention to secure a pupil's compliance should not automatically signal the immediate use of another more forceful form of intervention
- Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable
- The age and social competence of the pupil should be taken into account in deciding what degree of intervention is necessary
- Consideration should be given to approaches to control that would be appropriate to that particular pupil
- The risks associated with not using force should be outweighed by those of using force
- In all searches, and particularly those for weapons or drugs (needles), staff should be mindful of their personal safety

[DfE Use of Reasonable Force Advice](#)

[DfE Searching, Screening and Confiscation Guidance – July 2022](#)

APPENDIX 7 - TEACHERS' STANDARDS (2012)

Teachers should follow all behaviour related guidance contained within the DfE Teacher Standards 2012 and in particular:

Section 5:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Section 7:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary