



## SHUSTOKE C.E. PRIMARY SCHOOL RELATIONAL BEHAVIOUR POLICY



Revised October 2024

### **Guidance for Teachers and Teaching Assistants on Behaviour Management and the Use of Reasonable Force**

#### **1. Introduction**

Our school is committed to providing a safe and respectful learning environment for all students and staff. We believe that good behaviour is essential to achieving this goal and that consistent, clear expectations are key to managing behaviour effectively. This policy outlines our approach to behaviour management, including the guidance on the use of reasonable force, in accordance with the Department for Education (DfE), Special Educational Needs (SEN) guidance, and the Human Rights Act 1998.

#### **2. Aims and Objectives**

- To create an environment where good behaviour and discipline are promoted.
- To ensure staff are equipped with the knowledge and skills to manage challenging behaviour.
- To outline clearly the use of reasonable force in line with legal frameworks and our commitment to safeguarding all students, particularly those with additional needs.

#### **3. Behaviour Management**

All staff are expected to:

- Set high expectations for behaviour and consistently reinforce school rules.
- Use positive behaviour management strategies, focusing on praise and reward to encourage compliance.
- Recognise and be sensitive to the needs of pupils with SEN or additional behavioural challenges.

#### **4. The Use of Reasonable Force**

Definition: Reasonable force is defined as using no more force than necessary to prevent a student from harming themselves, others, or causing significant damage to property. The Department for Education (DfE) makes clear that “members of staff have a 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.”



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### When Reasonable Force May Be Used

Reasonable force may be used in the following situations:

- To remove disruptive children from the classroom when they have refused to follow an instruction to leave.
- To prevent a pupil from attacking another person or to stop a fight.
- To restrain a pupil at risk of harming themselves through physical outbursts.
- To prevent a child from running away if leaving the premises would put them at risk of harm.

### Guidance on Using Reasonable Force

- Any use of force must be reasonable, proportionate, and necessary. Staff should always use the minimum amount of force required.
- Where possible, staff should avoid acting alone and should summon assistance from colleagues.
- Staff must consider the needs and vulnerabilities of children with SEN or disabilities, who may require different approaches as outlined in their individual education plans (IEPs).
- The use of reasonable force must also comply with the Human Rights Act 1998, which requires that any interference with a person's rights must be lawful, necessary, and proportionate.

### 5. SEN Considerations

Staff should be particularly mindful of the Equality Act 2010, which protects pupils from discrimination. Reasonable adjustments must be made to accommodate SEN pupils' needs. For example, de-escalation techniques and the involvement of SEN specialists are recommended to manage behaviour safely and appropriately.

### 6. Safer-Handling Training

Our school is committed to ensuring staff are well-trained in behaviour management and the use of reasonable force. We partner with Safer-handling to deliver training that meets the requirements of the DfE, SEN guidance, and the Human Rights Act. All staff must complete initial training and regular retraining. We assess the need for refresher courses based on a "risk vs cost" approach to ensure that our staff are well-prepared and that risks are effectively managed. Online materials supplied with Safer-handling training ensure that staff are aware of their legal powers and responsibilities.

### 7. Recording and Reporting Incidents

- All incidents involving the use of force must be reported immediately and recorded in the school's incident log.



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- Parents or carers should be informed about any use of force on their child on the same day or as soon as is practicable.
- Reports should detail the nature of the incident, the force used, and the rationale behind the action.

### **8. Relevant Legislation and Case Law**

Staff should be aware that this policy is informed by the following key pieces of legislation and guidance:

- Education Act 1996: Governs the use of force in schools.
- Education and Inspections Act 2006, Section 93: Outlines the legal powers for the use of force.
- Equality Act 2010: Protects pupils with SEN from discrimination and requires reasonable adjustments to be made.
- Human Rights Act 1998: Requires that actions taken by public authorities, including schools, must be proportionate, necessary, and lawful.
- DfE's "Use of Reasonable Force in Schools" (latest version available online at [www.gov.uk](http://www.gov.uk)).

### **9. Monitoring and Review**

This policy will be reviewed annually in consultation with Safer-handling to ensure alignment with current best practices and legal requirements.

### **10. Supporting Documents**

- Use of Reasonable Force in Schools – DfE Guidance
- Equality Act 2010
- Human Rights Act 1998
- Safer-handling online training materials and school-specific protocols.

This policy ensures our commitment to maintaining a safe learning environment while respecting the rights and needs of all students.