



OWLSMOOR PRIMARY

BEHAVIOUR POLICY

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BEHAVIOUR POLICY

This policy has due regard to the requirements of the Equality Act.

Introduction

Our policy reflects the philosophy and ethos of Owlsmoor Primary School and is a statement on how we believe children and adults should behave towards each other in school. At Owlsmoor we believe the behaviour of our children to be of a high standard. There will be occasions when children push the boundaries of acceptable behaviour within our school, and our success will be tested, not by the absence of problems, but by the way we deal with them. The majority of children at this school conform and behave with consideration for others, but it is important to deal immediately with the few who present problems.

This policy was developed through a process of consultation between all members of the school community and should be read in conjunction with our Personal, Social and Health Education (PSHE), Special Educational Needs and Disabilities (SEND) and all equality policies.

Purpose of the Policy

This policy provides a framework to ensure the safety and well being of the children and to allow each child to mature into a caring, confident and responsible person. It is written for the benefit of all members of the school community enabling it to be applied consistently and fairly.

Aims

Our aims for behaviour are that all children:

- develop a respect for themselves and others, and uphold the values promoted by the school
- behave in a way that supports their own learning and that of others
- are tolerant and understanding of the rights, views and property of others
- develop a responsible and cooperative attitude towards all aspects of school life
- take a pride and interest in caring for their environment.

Principles

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- The school takes swift action to prevent bullying and to support children who are at risk of being bullied. (See school policy on Anti Bullying.)
- School staff have high expectations and a consistent approach to standards of behaviour.
- All staff in school, by their behaviour and appearance, set models for the children to follow in terms of developing respect and consideration for people and property.
- The school works in partnership with parents to ensure good standards of behaviour at Owlsmoor.

Responsibilities

All members of the school community (school staff, parents, pupils and governors) work towards the school's aims by:

- accepting children and adults as individuals, respecting their rights, values, beliefs and race
- positively reinforcing good relationships at all levels, and promoting a sense of belonging to the school community

- providing a well-ordered environment in which all are fully aware of expected behaviour and of their responsibility in meeting that expectation
- offering equal opportunities in all aspects of school life and recognising the importance of different races and cultures
- the non-acceptance of all conduct involving bullying and harassment
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for and taking pride in, the physical environment of Owlsmoor School
- working as a team, supporting and encouraging each other.

In school we expect children to:

- **be considerate and polite at all times**
- **keep hands and feet to themselves**
- **respect all property**
- **walk, when moving around the school**
- **always do what school staff and helpers say**
- **adhere to school/class charters.**

Teachers will also draw up class charters annually with their class which may be more specific.

Procedures for promoting good behaviour

Good behaviour is encouraged and supported by the school's PSHE scheme of work where responsibility for actions and consideration for others is developed progressively. Responsibility to the community is also encouraged through the workings of our School Council and our Rights Respecting Champions.

It is important that each child has a curriculum appropriate to his/her needs with realistic levels of challenge.

Children appear to respond better to systems which recognise their strengths. Good behaviour is rewarded by methods appropriate to the age and maturity of the child. These could be stickers, stamps, smiley faces, certificates or housepoints but, above all, by praise and encouragement. It is very important that the positive aspects of praise and rewards should have a great emphasis within our school.

Achievements are recognised in assemblies, displays around the school or by informing the parents or the wider community. Staff may also send children to their colleagues or to the headteacher for additional praise.

Procedures for responding to poor behaviour

Our aim is to build on the positive and recognise the good there is in every child. Misdemeanours are dealt with fairly and promptly. In many cases a reminder may be all that is required and any punishment is in proportion to the misdemeanour and is fair.

To promote good behaviour all Lunchtime Controllers are able to award house points or give out stickers depending on the age of the child. They also give out raffle tickets to promote good behaviour and winning tickets are rewarded with small presents.

Adults are sensitive when dealing with a behavioural incident. It is important to listen to children and to give them time to talk. Children are questioned carefully and not coerced in any way; staff are wary of stereotyping children. It is essential to deal calmly and rationally with the children in our care, and to avoid a confrontational approach. It is also important to follow through incidents, to listen to a child's explanation of his/her involvement, and to

resolve the matter fairly. Adults dealing with incidents make it clear that they are disapproving of a child's behaviour, not of the child him/herself. The deputy headteacher/assistant headteachers make sure that staff new to the school, or supply teachers, are aware of the expectations of behaviour at Owlsmoor, and what sanctions are available to them.

A number of strategies can be used by staff in response to poor behaviour:

- the use of rewards and incentives to promote good behaviour
- circle time which gives opportunities for children to discuss their feelings and thoughts about behaviour – general and specific
- a review of the curriculum offered to the child, i.e. is there appropriate challenge, balance and variety?
- Supporting colleagues within the school. A child may be sent to another member of staff for a discussion about his/her behaviour, or staff may be given training where relevant
- peer group involvement or use of a buddy system
- revisiting school/class rules
- involving parents at an early stage
- monitoring behaviour and setting behaviour targets or a behaviour chart

There is a clear "Code of Conduct" which all members of staff follow. This outlines the behaviours and the appropriate sanctions. Teachers begin with their own behaviour management strategies in the classroom and then the Code of Conduct is followed. Each classroom (years 1-6) have a clearly identified time out table and in Foundation Stage, there is a "Thinking Tree".

Sanctions

It is the role of all staff to ensure that the standards of behaviour expected at Owlsmoor School are applied consistently throughout the day, including lunchtimes. The children should show equal respect to all adults, both teaching and non-teaching and act courteously.

There is a separate Code of Conduct for the playground which all staff members on duty follow should any minor incidences occur. At lunch and breaktimes minor misdemeanours are dealt with by the members of staff on duty. More serious, or consistent bad behaviour results in children being sent to the Deputy Headteacher or to the Headteacher.

In the playground

Our rules for the playground Playground Code of Conduct are displayed on the external doors that lead to the playgrounds. See Appendix 1. These are in addition to the general code of behaviour we expect from children in school.

To promote good behaviour all Midday Controllers (MDC) are able to award house points or hand out raffle tickets.

In the classroom

In class, staff are proactive by ensuring that each child is on task, with work suited to his/her ability, and ensuring that there is a framework for good behaviour.

In the event of misbehaviour, our response depends, to an extent, on the teacher's knowledge of the child and the behaviour exhibited. All classes have a behaviour log book in which incidents are recorded on each individual child's page. Children are warned of the consequences of continuing their bad behaviour. Usually:

1. The child will have a verbal warning and any consequence of further poor behaviour is explained. (This warning may “look differently” in each class and gives pupils the chance to redeem their behaviour.)
2. The child is sent the “Time Out” table and asked to fill in a “Thinking about my behaviour” sheet. These sheets are recorded in the child’s individual behaviour log. They may also be some sanction attached depending on the age of the child and the misdemeanour.
3. A third warning results in the child being sent to time out in another class for 10 minutes with a yellow slip and asked to fill in another “Thinking about my behaviour sheet” and may be asked to finish work.
4. The child is sent to the person responsible for the Key Stage with an orange slip.
5. Child sent to Deputy Headteacher, Assistant Head or Headteacher with a red slip and parents may be called.

Once the child has reached stage 2, all warnings are recorded in the child’s behaviour log. We recognise the importance of parental support when dealing with behavioural issues and parents are informed when there is evidence of successive incidents. All behaviour sheets are collected each half term and monitored for any patterns and strategies introduced to reduce the number of incidences.

To reward good behaviour in the class

In Key Stage 2 house points will be awarded for good behaviour.

In the event of serious misbehaviour, e.g. violence against another child or defiance towards a member of staff, we go straight to step 5.

Foundation Stage

High expectations of behaviour are expected as soon as children join Owlsmoor Primary School. Children are taught how to be polite and kind and each Foundation Stage class has clear boundaries and expectations for behaviour. These are taught as an integral part of the Foundation Stage curriculum and additionally, should the need arise. Where there are incidences of children not following the class rules, teachers will provide a warning and remind the child of the correct behaviour. Should the child need to be spoken to again, they are asked to sit under the “Thinking Tree” and reflect on their behaviour for a few minutes.

Bullying

Bullying is recognised as being a repeated pattern of physical or verbal abuse. It is something that we take seriously and intend to be proactive in preventing its occurrence. (See our School Policy on Anti Bullying.)

Systems for children who find conformity difficult

When there are repeated incidents of misbehaviour it is important that all staff are made aware of the problem to ensure consistency of approach.

Children with an Individual Education Plan (IEP) for behaviour are set targets for improvement. Strategies to encourage good behaviour may include the use of sanctions such as removal from playground, additional work, etc. and there may be a daily/weekly report to parents

External advice may be sought by the SENDCo, from special needs agencies such as the educational psychologist and behavioural support teachers.

If a child’s poor behaviour cannot be modified, despite moving through all the steps identified, then temporary exclusion procedures may be considered. Governors may become involved at this stage.

If the safety, the behaviour, or the learning of others is compromised by the continued inappropriate behaviour of an individual, then action or permanent exclusion is taken in line with current legislation and Bracknell Forest's Guidelines for Exclusion. The school, parents, governors and Local Unitary Authority (LA) are involved at this stage.

Use of reasonable force

The school complies with the government guidance on the 'Use of Reasonable Force' (DfE, 2013) – this document is attached as an appendix. The document states that 'all members of school staff have a legal power to use reasonable force', explaining that the term 'reasonable force' covers 'the broad range of actions that involve a degree of physical contact with pupils'. The document explains that force may need to be used to control or restrain children in school, outlining that there may be times where force is required in order 'to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder' - it explains that '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'. The document also states that 'schools do not require parental consent to use force on a student'. At Owlsmoor Primary School, we adopt the view that any force used should always be appropriate, necessary and proportionate to the situation, it should be in the best interest of the child involved and those around them, and that the minimum force should be used for the shortest amount of time as possible. The majority of staff at Owlsmoor, including all members of the Senior Leadership Team, have received 'Team Teach' training – where staff are trained on how to 'hold' and escort children in a safe way.

Behaviour on residential or school educational visits

We have the same high expectations of children's behaviour off the school premises. Children and adult helpers are given clear guidelines of expected behaviour, prior to the trip. If any child misbehaves, sanctions are taken that are appropriate to the child and the misdemeanour. As well as the sanctions, non-inclusion on the next school outing may be considered, particularly where a child's behaviour compromises his/her own safety or the safety of others.

Appendix 1 - Our Rules for the Playground

Appendix 2 - Procedure for dealing with children who repeatedly (more than twice within a term) refuse to cooperate with school rules

Appendix 3 – Our School Charter and Our Playground Charter

Appendix 4 – 'Use of Reasonable Force' DfE, 2013

Liz Cole

Feb 2011 revised Mar 2018



Our Rules for the Playground

1. You must do what the person on duty tells you.
2. Only fruit or vegetables are to be eaten at playtime.
3. The infants are to play on the middle playground and top playground. At lunchtime they can choose the zone in which they wish to play in.
4. The junior children can choose to play in the ball playground or middle playground at breaktime.
5. The middle and top playground at lunchtime are to be separated into different zones where the children are able to choose different activities that they wish to participate in e.g skipping, chill and chat.
6. The steps and grass verge next to the ball playground and next to the year 4 and 5 classrooms are out of bounds.
7. Balls are for playtime only and to be used in the ball playground. This playground has a rota for KS2 where football, netball and basketball games can be played.
8. Any playground equipment must be returned tidily.
9. Once you have decided which playground to go onto, you are to stay there for the duration of the playtime.
10. If pupils in KS2 need to use the toilets, they must use the toilets in the afterschool club or access the school building through first aid. KS1 pupils use the toilets in the KS1 corridor.
11. The adventure playground and outdoor gym can be used at both plays during the summer term under the supervision of staff. (See the timetable).
12. When the bell goes, teachers/TAs will collect their classes and pupils will walk in quietly to their class.



**Procedure for dealing with children who repeatedly
(more than twice within a term) refuse to
cooperate with school rules**

If a child refuses to cooperate with a member of staff, for example:

- refuses to enter school after break times or other outside activities
- refuses to enter the classroom or deliberately defies an adult

the procedure detailed below will be followed.

1. The child will be told that they have broken a school rule. They will be given three minutes to think about what they should do.
2. If the child refuses to comply with the rule, they will be sent to the deputy headteacher, or headteacher.
3. If he/she still refuses to cooperate, the child will be given time to consider what he/she will do.
4. If the child still has not complied with the school rule he/she will be told that consequences are being put into place.

Consequences.

If a child does not cooperate with the member of staff after the above procedure has been followed, the school will telephone their parents to ask them to collect their child from school and this will be reported as an exclusion

Fixed-term exclusion will be considered.

OWLSMOOR PRIMARY SCHOOL



OUR SCHOOL CHARTER AND OUR PLAYGROUND CHARTER

Our School Charter

I have the right to learn

Children will:

- come to school on time every day fully prepared to learn
- try their best in everything they do

Adults will:

- teach the curriculum through varied and interesting lessons
- mark work regularly and ensure that children know what they need to do to get better

I have the right to be safe

Children will:

- Use equipment sensibly
- Let an adult know if they feel unsafe

Adults will:

- provide instructions and supervise where necessary
- keep children safe in the classroom and school grounds

I have the right to be healthy

Children will:

- bring a water bottle to school and take regular water breaks
- be as active as possible during break and lunchtime

Adults will:

- ensure a variety of exciting PE activities are taught
- teach children about healthy eating and the importance of exercise

I have the right to play

Children will:

- show one another respect during playtimes
- take turns and share the playground equipment

Adults will:

- be good role models and demonstrate kindness and respect
- train play leaders and arrange well equipped play zones

I have the right to be heard

Children will:

- influence decisions affecting the school community
- make choices about their own learning

Adults will:

- provide suggestion boxes and encourage all children to vote on important decisions
- give children choices about their learning through different levels of challenge

Our Playground Charter

| Every child has the right to relax and play (Article 31, UNCRC) | |
|--|---|
| Children will: | Adults will: |
| <ul style="list-style-type: none">• look after each other, play nicely and not hurt anyone• tell an adult if they see somebody being unkind• use equipment safely and put it away when finished• tell a 'playground pal' or an adult if they cannot find somebody to play with• put rubbish into the bins• line up sensibly when the bell rings | <ul style="list-style-type: none">• help us find a friend if we are lonely• look after someone who has been hurt• be kind and patient if we are feeling upset• play with us• make sure the water fountains are working• be on duty on time |



Department
for Education

Appendix - 4

Use of reasonable force

Advice for headteachers, staff and
governing bodies

July 2013

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Summary

About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

Expiry or review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

- School leaders and school staff in **all schools**¹ in England.

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

¹ "All schools" include Academies, Free Schools, independent schools and all types of maintained schools

What is reasonable force?

1. 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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. 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 force².
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher 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.

² Section 93, Education and Inspections Act 2006

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

³ Section 550ZB(5) of the Education Act 1996

Communicating the school's approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- 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.

Using force

- A panel of experts⁴ 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.

Staff training

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

⁴ Physical Control in Care Medical Panel - 2008

- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

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. It is up to schools to decide whether it is appropriate to report the use of force to parents⁵.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil’s behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child’s age.

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

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
 - Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

⁵ References to parent or parents are to fathers as well as mothers, unless otherwise stated.

- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid.

Frequently Asked Questions

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

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

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

A: 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.

Q: What about school trips?

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

Q: Can force be used on pupils with SEN or disabilities?

A: 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.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: 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.

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

A: 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.

Further sources of information

Other departmental advice and guidance you may be interested in

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

Associated resources (external links)

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)



Department
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