



# POLICY - Behaviour for Learning at Crowdys Hill School

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Crowdys Hill School strives to provide a broad, balanced, relevant and challenging curriculum in a positive, caring, stimulating environment, where each individual is valued and encouraged to build on previous positive achievements. We respect and value all children and are committed to providing a caring and secure atmosphere for all. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils. Our emphasis will be on recognising and celebrating efforts of success, so that all pupils feel valued. The school holds an important position in the wider community, educating the generation of tomorrow in a way that will ensure they take a positively contributing role within their community in the future.

## AIMS

We recognise that every member of the school's community has the right to work in a calm, safe environment. We encourage respect for others, good manners and self-discipline. We aim to foster an atmosphere in which students enjoy learning, are keen to participate in activities, trust and co-operate with each other, feel safe and secure and in which everyone's self-esteem will be enhanced.

At Crowdys Hill School encouraging and reinforcing good behaviour is recognised as a **collective responsibility**, where students, staff, parents and carers, governors and other stakeholders actively support and uphold our principles.

The school uses physical intervention as a last resort – please see Appendix B for our policy on this.

## **Our behaviour policy will support these objectives by:**

- maintaining high expectations
- ensuring expectations, rewards and consequences for unacceptable behaviour are clearly identified
- working in partnership with parents, carers and governors
- showing and encouraging respect and tolerance for all
- valuing the contributions of each person in the team

Approval by the Governing Body on September 2021

Signed:  Chair of Governors

Signed:  Headteacher

Review Date: September 2022

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- KCSIE (2021)

### **Aims and Objectives**

At Crowdys Hill School we work towards ensuring the wellbeing, safeguarding and success of all our pupils. The aim of this policy is to ensure that staff, pupils and parents are clear about the behaviour expectations that we have for our pupils and how we will support those pupils who struggle with these. The school strives to teach the pupils how to become respectful and safe citizens, take responsibility for their own actions and to understand their own emotions and actions and the effect or impact these can have on themselves or others.

We understand as a school that all behaviour is a form of communication. Staff are aware that pupils can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. As a school we ensure that staff have a knowledge and understanding of possible Adverse Childhood Experiences (ACEs) and how these can affect children's mental and physical health, development and life chances. As such we may need to take additional action to support and /or safeguard such a pupil through: THRIVE, ELSA, School Counsellor, CAMHS and/or other agencies.

### **Our Learning Community**

- At Crowdys Hill School we encourage pupils to make good learning and good behaviour choices throughout the school day and make it clear that poor choices have consequences for learning and achievement. High expectations of staff and pupils make positive contributions to learning across

the school. Consistent routines are in place to ensure that these expectations are clear. As a school we use a range of interventions to support pupils, develop positive relationships and refocus on learning. Pupils are encouraged through the use of whole school initiatives, rewards and praise to engage positively in their learning and behave in a way that enables them to feel successful.

## **ROLES AND RESPONSIBILITIES**

### **Students**

Students will be expected to:

- arrive on time
- respect others, myself and our environment
- be ambitious, positive and hard working in all they do
- talk to an adult if they need help or they are worried about something
- work towards being more independent as they get older

The School's Student Council meets regularly to discuss school issues, including behaviour.

The first point of contact for pupils should be their tutor.

### **Staff**

Staff must accept a collective responsibility for the good behaviour of students by consistently:

- understand that behaviour is a response
- Follow the schools' THRIVE approach
- Staff understand that behaviour responses may indicate a safeguarding issue
- presenting themselves as good role models maintaining a positive attitude towards all students
- stimulating and motivating students through the delivery of an effective, purposeful, differentiated curriculum
- holding high expectations of student achievement and behaviour
- calmly deal with disruptive learners by ensuring they are given warnings and given processing time for different choices and requests
- taking responsibility to investigate all reported or suspected incidents of bullying
- communicating regularly with parents and carers
- seek to understand the cause of the behaviour

When dealing with a situation where teaching and learning are compromised, staff will work to maintain student's self-esteem. It must be made clear to students that it is the behaviour which is unacceptable not the student.

**When dealing with inappropriate behaviour staff are encouraged to discuss the use of sanctions wherever possible.**

**In discussion with students staff will:**

- establish and explain why the behaviour is unacceptable
- explore the effect the behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage students to think of or offer some alternative strategies
- ensure parents are informed on the day if possible

### **Parents/Carers**

Parents and carers will be expected to support their children by:

- communicating regularly with the school
- supporting learning at home
- attending meetings, including Parents and Carers Evenings, Annual Reviews and behaviour support meetings
- completing home/ school books (or other individualised initiatives) where appropriate
- support the school in the management of their child's behaviour

### **REWARDS**

Desirable and appropriate rewards reinforcing good behaviour include:

- verbal praise and encouragement
- motivational Dojos in the classroom, as part of the reward system
- positive comments entered into the home/school book (if applicable)
- positive telephone calls home
- displaying work
- certificates recognising achievement
- visual display of certificates and photographs
- regular reports sent to parents or carers
- postcards sent home
- Individual class systems based on rewards for each class.

### **SANCTIONS: Initial procedures to de-escalate and reverse inappropriate behaviour:**

- rewarding the positive behaviour of others
- mild verbal reprimand and reminder of appropriate/desired behaviour
- use of warnings with visual reminders eg. name on board/behaviour chart
- use of Teaching assistant to support/work with student
- moving student to different location
- time out – student to be supervised
- behaviour lead called to assist

### **Procedures to address incidents of inappropriate behaviour:**

*These behaviours may be: low level disruptions in the classroom; being unkind to others - verbal; swearing; threatening- verbal; disruptive behaviour in the playground, etc.*

- Verbal reprimands
- Incident form – completed on SIMS and followed up by behaviour support

- Break, lunch and afterschool catch-ups as necessary and in discussion with Behaviour Lead
- Student on report to assist with behaviour modification, call to parents/carers
- Meeting with parents if felt that this will support the child
- Removal of trips/ event attendance/ Dojos/ privileges/ school council status removed
- Temporary movement to other areas of the school- which may lead to permanent class changes if the school feels that this benefits the child and/or the class

*Physical assaults are dealt with swiftly and parents are informed of actions and sanctions on the same day:*

- Removal from timetable, and working with an adult away from their peers
- Parents to have meeting with behaviour lead/ tutor/ or member of the leadership team
- External exclusion is a last resort, and at the discretion of the headteacher only. Please find attached exclusions guide from the DfE which this school follows

*Sexual Harassment including peer on peer abuse is dealt with swiftly and in conjunction with school safeguarding procedures (Please refer to the school safeguarding policy for further information):*

Sexual Harassment is defined as: Unwanted and unwelcome behaviour of a sexual nature. Sexual harassment can occur between two children of any age and sex. Sexual harassment is not acceptable and will never be tolerated at Crowdys Hill School.

- Report behaviour on sims and CPOMS
- Inform DSL or a deputy DSL as soon as possible

*Cyber bullying is taken seriously and incidents are dealt with swiftly.*

Cyber bullying may take place over text/messaging services, online gaming platforms and/or social media apps. Inappropriate online interactions can be aggressive, derogatory or sexual in nature. We aim to educate all our pupils about online safety and work to foster a culture of openness where pupils feel safe to report any issues to staff

- Report behaviour on sims and CPOMS
- Inform the DSL or a deputy DSL as soon as possible (if the bullying is sexual in nature)
- Inform parents of any outcomes the same day.

Behaviour is monitored daily by the Behaviour Lead and decisions regarding pupils are made in liaison with the Leadership Team. When necessary the Behaviour Lead will help to develop a behaviour plan so that the pupil and staff are clear about strategies to be used and those which are to be avoided allowing a consistent approach across the school.

## ***Bullying***

It is everyone's responsibility to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. We expect all members of the school community to comply with this policy and work towards an inclusive, kind school culture with positive attitudes towards all members of our community. Discriminatory words and behaviour should always be treated as unacceptable. We are supportive of people with disabilities and encourage pupils to be sensitive to those whose ethnic, cultural and linguistic groups are different from their own, within and outside the school.

Bullying is aggressive or insulting behaviour by an individual, or a group of individuals, that intentionally sets out to hurt or harm another individual, or group of individuals. The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school, can become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves.

It can take various forms:

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.
- Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling; cyberbullying (for example via social media, gaming, phone calls, text messages, photographs or emails) or unpleasant remarks or actions. Bullying may also be:
  - racist, or relating to someone's religion or culture
  - sexual (i.e. talking to or touching someone in a sexually inappropriate way)
  - sexist – related to a person's gender or gender reassignment
  - homophobic, biphobic or transphobic (HBT)
  - related to someone's disability, special educational needs, learning difficulties, intellectual ability, health or appearance
  - related to someone's home circumstances.

A pupil who is being bullied, or who is worried about another pupil being bullied should inform any member of staff (usually their tutor) straight away. Parents are asked to let the school (normally the Tutor) know directly if they have any cause for concern, either on behalf of their own children or because of rumours about others.

In the event of an instance of bullying being observed or reported, the member of school staff must:

- Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.
- Report the allegation to the Tutor of the victim and the purported bully without delay.

**All incidences of bullying must be treated as serious and the above steps followed, however minor.**

The tutor will investigate any complaints of bullying without delay, they may involve the behaviour lead to assist with this investigation.

Once investigated, and if an allegation is upheld the school will make every effort to resolve the problem and prevent any further occurrences. The range of responses could include one or more of the following:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from the school counsellor or external sources.
- Advice and support for the perpetrator in trying to change his/her behaviour. This may include clear instructions and a warning or final warning.
- Consideration of the background behind the bullying behaviour and whether external services should be used to help the school to tackle any underlying issues.
- A supervised, restorative meeting between the bully and the victim to discuss their differences and ways in which they can avoid any future conflict.
- A disciplinary sanction against the bully, in accordance with the school's behaviour policy such as a school detention.

The tutor must:

- Record complaints of bullying on SIMS
- Inform the behaviour lead of the incident and the strategy in place for support

### ***Monitoring Bullying***

The behaviour lead must:

- Monitor SIMS at the end of each term in order to identify any patterns, both in relation to individual pupils and across the school as a whole. Results of this monitoring will be provided to the Deputy Headteacher & the Headteacher at the end of each term.
- Liaise with the headteacher as to any particular issue as appropriate.
- Together with the School's Designated Safeguarding Lead, report bullying incidents to the:
  - Local authority's children's social care team (and if appropriate the police) if it is thought the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"
  - Police if the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it occurred on or off the school premises).

The school will always look to support pupils and we believe this is best done in collaboration with parents/carers. We will keep parents/carers fully updated about any reports of bullying where their child is either the victim or the perpetrator. We will usually contact parents by phone to talk about any incidents and how we can work as a team to support the pupil.

### ***Preventative responses***

The school incorporates and reiterates positive behaviours into the everyday curriculum. We provide a robust and repetitive curriculum which promotes good relationships; good friendships; awareness of bullying; awareness of unhealthy relationships; keeping safe in their community; discussions with peers and adults to build confidence to express themselves; and develop communication skills to allow them to initiate and maintain positive friendships. This is presented through the PSHE curriculum, RSE curriculum which is scheduled across the school phases, from primary to Sixth Form. Adults model positive behaviours at unstructured times and in class. Physical education sessions promote teamwork and tolerance. Dram sessions promote communication and expression of needs.

The school uses Zones of regulation in tutor times to develop self awareness of emotions.

The focus in primary and KS3, in particular, is on teaching pupils ways to self-regulate their emotions, responses, and sensory imbalances. This continues as needed in KS4 and 5.

School holds parental sessions with the school counsellor. Information leaflets and letters are sent home, and emailed to parents/carers around issues which may be prevalent in the media, or in the local area. Parents are consulted for views on keeping pupils safe and RSE curriculum.

Pupil voice is gathered through school council meetings; pupil questionnaires; and small group discussions in tutor times and PSHE sessions.

Some year groups have external visitors, such as PCSOs, health workers, or social care.

We currently have our own social worker in school who works closely with families and staff to support children.

We also include sexual health and behaviours, relationships and friendships in social skills sessions.

We offer ELSA and on site counselling for pupils when situations arise, to ensure immediate support; and also for longer term interventions.

#### **Internal exclusions:-**

These may be given by any member of staff. This can be up to the length of one day and are often used to allow time for the student to reflect on their behaviour and talk through alternative courses of action which they could have taken. We only use this type of sanction if we feel that the child can reflect upon their actions.

#### **External exclusions:-**

External exclusions or Fixed Term Exclusions are used in very serious circumstances such as sustained or serious physical assault; or sustained bullying, real threats of harm using a weapon. The decision to exclude a student is not taken lightly and the final decision remains with the headteacher. The Deputy Headteacher or Assistant Headteacher may exclude for up to 1 day if the headteacher is absent from the school.

We rarely exclude pupils as this does not support the needs of the perpetrator or victim. We would prefer to talk to parents and everyone involved first to try to find supportive solutions. If a child is excluded then we would need to meet with parents before the children return to school. Exclusions are reported to the DfE and remain on the pupils' record.

#### **Procedures to address use of weapons in school:**

Weapons and weapon-like toys are strictly prohibited. Crowdys Hill School has a **no-tolerance** policy in regard to weapons, firearms, mace, knives of any sort, weapon-like toys or instruments or any means of combustion. Weapons include any object that could reasonably be used to inflict serious bodily injury. In fact, students are more likely to be excluded for the use of objects that are not usually thought of as weapons, such as scissors, sharp pencils, rocks, or sticks. Any student using such an object to threaten harm or found to be carrying any weapon faces an internal inquiry into the incident and the likelihood of a

fixed term or permanent exclusion. Staff involved will follow local advice and guidance procedures and will involve outside agencies, including the police, where necessary.

School will confiscate items deemed by the staff member to be inappropriate or prohibited items in schools; or an item being used in the wrong context, such as using phones during the school day. The staff member will contact the parent to let them know what and why an item has been confiscated. We expect parents to work with the school to ensure inappropriate items are not repeatedly brought into school (see appendix C for DfE guidance)

## **SUPPORT**

In line with this policy students and staff will be provided with support to help them meet the challenge of behaving appropriately in school. Central to this is early identification of those at risk and implementation of early intervention strategies.

### **Student Support:**

- Staff role modelling behaviour
- Staff follow the THRIVE approach
- students identified/discussed at staff meetings
- use of 'on report' and reward charts
- use of home-school books on a case by case basis
- individualised pastoral support by form tutor or teaching assistant during tutor period
- 1 to 1 pastoral support timetable for individual needs
- student may identify a member of staff as their preferred adult/mentor
- links with parents/carers via telephone, email or letter
- behaviour plan to be discussed/reviewed with student/parents/carers
- 1:1 behaviour intervention support from the behaviour team
- ELSA/ counsellor sessions/THRIVE

### **Use of reasonable force at Crowdys (see Appendix B – Physical Intervention)**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- 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 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.
- Damaging property

Incidents of physical restraint will:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on sims and reported to parents and the Leadership Team

**We do not practice or impose any restraint procedures in Crowdys Hill School.**

**Staff Support:**

- supportive staff networks
- encourage 'open door' policy
- meetings with line manager
- performance management system
- staff development/training
- staff supported by school strategies e.g. IFPs/IBPs
- Two staff trained in Team Teach for de-escalation techniques.
- Union information openly displayed
- THRIVE training for staff.

**EQUAL OPPORTUNITIES**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and other staff will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

**CONSULTATION**

**The views and opinions of all stakeholders, including members of the wider community, will be gathered and taken into consideration through:**

- regular links with the school's governing body
- annual questionnaire to parents
- regular newsletters to parents/carers
- provision of reply/comments slips / phone calls
- tutor time
- School Council meetings
- informal feedback from external sources

**PROFESSIONAL DEVELOPMENT**

In line with the school aims all staff are encouraged to develop and utilise their talents, skills and expertise effectively. Professional development opportunities will be sought to support staff, all staff have access to in-service training provided through attendance on courses, external speakers and trainers.

THRIVE training for staff is compulsory.

Safeguarding training for staff is termly.

## **LINKS WITH OTHER SCHOOL POLICIES**

This policy links with the following school policies:

- Mental Health and emotional wellbeing policy
- Safeguarding and Child Protection Policy
- Health and Safety
- Relationships and Sex education Policy
- Equalities Action Plan
- Behaviour Policy addendum 2020(Covid)

## **GOVERNORS**

We expect that governors will:

- be fully informed regarding issues concerning behaviour management
- know that staff are constantly striving to provide a safe, happy and stimulating environment
- support the Headteacher and staff in the implementation of this policy
- play a full and active role in ensuring our aims are met

## **MONITORING AND REVIEW**

The policies' use and effectiveness will be supported and monitored by the Leadership Team, on behalf of the Headteacher and Governors.

This policy will be reviewed regularly to ensure that effective on-going self-evaluating procedures are in place and adjusted where necessary.

## Appendix B

### Physical Intervention

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#### **Objectives of using reasonable force**

Staff should have good grounds for believing that immediate action is necessary to prevent

- harm to themselves, other students or staff,
- serious damage to property,
- a serious breach of school discipline.

#### **Minimising the need to use reasonable force**

All staff should work together to:

- De-escalate incidents as they arise e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction.
- Create a calm environment that minimises the risks of incidents that might require using reasonable force.
- Teach students how to manage conflict and strong feelings.
- Only use reasonable force when the risks of doing so are outweighed by the risks involved in not using force.
- Only use the **minimum force necessary (proportionate and reasonable)** to prevent physical injury or damage.
- Physical intervention should be an act of care and control, not punishment.
- Physical intervention should not be used to force compliance with staff instructions when there is no immediate risk to people or property
- As soon as possible physical intervention should be relaxed to allow the student to gain self-control.
- Students who do not have plans regarding physical intervention will have one drawn up should a need arise following an incident.
- Every effort should be made to ensure that another member of staff is present before any physical intervention occurs.

#### **Staff authorised to use reasonable force**

Two members of school staff have been trained in Team Teach. However, **all employees** at Crowdys Hill School have a 'Duty of Care' and can use reasonable force to control students should the need arise.

In any incidence where physical intervention has been necessary the incident must be reported to a member of the Leadership Team so that it can be correctly recorded.

## **Deciding whether to use force**

The decision on whether it is necessary to use physical intervention is down to the professional judgement of the staff members concerned and it should always depend upon the individual circumstances.

- Verbal warning to the student that physical intervention will be used before any physical intervention occurs.
- 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 physical intervention must be proportional to the circumstances.
- The potential for damage to people and property should be kept in mind when using a physical intervention.
- The failure of a particular intervention to secure a student's compliance should not automatically signal the immediate use of another more forceful form of intervention.
- The age and social competence of the student should be taken into account in deciding what degree of physical intervention is necessary.
- Consideration should be given to the individual student involved as to the most appropriate approach in controlling the situation.
- Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable.

## **Recording and Analysing**

The staff member using physical intervention should:-

- Inform a member of the Leadership team as soon as possible
- Complete the bound and numbered book

Staff witnessing the physical intervention should:

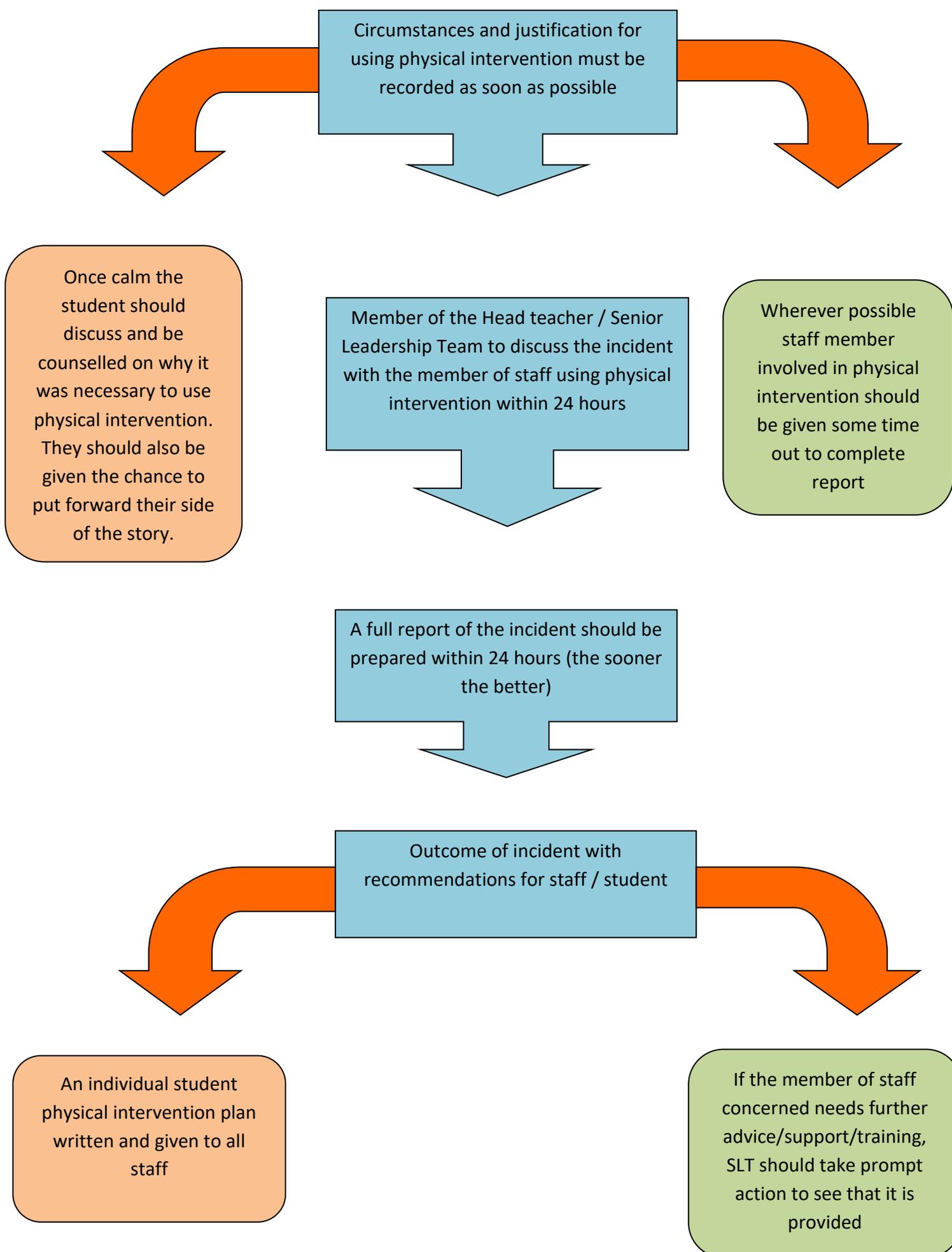
- Write up a factual report of the incident including what the staff member intervening did and pass onto the Headteacher or Deputy Headteacher

Parents must be informed on the same day as the incident

## **Operational procedural points relating to the use of physical intervention**

A flow chart describing the operational points can be found in appendix 1.

## Appendix 1 - Response to use of responsive physical intervention



## Appendix C – Advice from DfE

### Advice from DfE January 2016

#### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property (page 5)

### Advice from DfE January 2016

#### Confiscation of inappropriate items      What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils: 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for "prohibited items" including: • 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; and • any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

### Use of reasonable force      Advice from DfE 2013

#### 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 force .
- 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