



Pear Tree Primary School incorporating PiPs

Before and After School Club

Behaviour & Relationships Policy 2025-26

*‘Being Our Best Selves’*

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| Date agreed | September 2025 |
| Date for review | September 2027 |
| Headteacher | Nikki Casey |
| Chair of Governors | Jo Hillman |
| Signed on behalf of the Governing Board byName: | Signature:Date: |
| Signed on behalf of the school by:Nikki Casey | Signature: Date: 22.09.25 |

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school’s Relationship and Behaviour policy is therefore designed to support the way in which all members of the school work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our policy is in line with the 2015 DFE guidance on ensuring good behaviour.

The school and PiPs Club have three rules. This policy aims to promote positive relationships and positive behaviour.

Through this policy we aim to show: consistent, calm adult behaviour. As adults we give: first attention for the best conduct, scripting for difficult interventions, structured routines for all. Restorative practise in order to support pupils make positive choices in behaviour.

**Our Vision and Values**:

Pupils at Pear Tree Primary School will demonstrate:

P – Positivity

E – Empathy

A – Aspiration

R – Resilience

S – Strong sense of community

All pupils will follow the school vision of ‘Being our best selves’

**Our Golden Rules:**

* Be Ready
* Be Respectful
* Be Safe

The children create a class charter at the beginning of the year and revisit it regularly. Photographs show the children what ‘Be Ready’, ‘Be Respectful’ and ‘Be Safe’ looks like within the classroom, but also around the school too for example walking in corridors is an example of ‘Be Safe’.

**Supporting Relationships**:

We aim to support pupils to achieve these values and follow these rules by adopting the following strategies. These are based primarily on building relationships between all people within our school community. Using the PACE model.

P – Playful – engage and make relationships

A – Acceptance – it is ok to feel

C – Curious – what is causing this emotion

E – Empathetic

**Emotion Coaching**

Emotion coaching is about helping children to become more aware of their emotions and to manage their own feelings particularly during instances of misbehaviour. Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

The Key steps are:

1. Recognise the emotion and empathise
2. Label and validate the emotion
3. Set Limits
4. Explore and agree to positive solutions

**Restorative Practice**

Restorative Practice is a 'way of being' where the focus is on building strong, meaningful, trusting and respectful 'relationships', and repairing relationships when difficulties or harm arises. Strong meaningful relationships are formed when we work alongside people. Restorative Practice helps to repair relationships between peers and helps pupils to reconnect with staff.

This works alongside emotion coaching and is part of Step 4:

Ask:

What happened?

Who was affected?

What were you feeling?

What were others feeling?

How can we make things right?

For pupils with Special Educational Needs restorative practice may take a different form and strategies such as comic strip conversations, sand play and ‘show me how you feel’

During Restorative Practice it is important to be an active listener.

* Attune – match the children’s emotional intensity – connect with their pain, sadness and anger
* Ask – Have I understood correctly? Help me to understand? I felt moved when you said … That sounds … This is my drawing of what you said …

Use WINE:

I wonder …

I Imagine

I Notice

Show empathy

Rewards

We praise and reward children for good behaviour choices in a variety of ways:

* The positive relationships between adults and children is powerful. Verbal praise and recognition are key to building trusting positive relationships between staff and children.
* Always end lessons with positive praise for pupils – effort not ability.
* We distribute “class pears” to whole classes. This can be to acknowledge whole class effort, kindness, resilience, independence and at all times reflect our Pear Tree Values and rules: Be Ready, Be Respectful, Be Safe.
* River Family points – these are monitored through ‘Keep the Score’, are given for individuals who show the PEARS values.
* Weekly certificates – these are given out by teachers in Celebration assemblies each week based on the assembly theme from the start of the week. These pupils are then invited to have afternoon tea with the headteacher.
* A Head teacher’s award is given to pupils who have exceeded expectations. This is given out each week to one or two pupils per class.

The school acknowledges all the efforts and achievements of children, both in and out of school. We invite information regarding children’s achievement out of school, for example, music or swimming certificates. These are presented in weekly assemblies.

**Sanctions**:

The school and club uses the behaviour steps as set out in 123 Magic programme (Thomas W. Phelan)

‘1-2-3 Magic’ is a behaviour management programme which provides a clear and precise structure for managing the low level disruptive behaviours. It focuses on clear consistent instructions, It ensures that adults remain consistent and calm. Respond to poor behaviour choices with deliberate calm.

Here’s how it works:

Step 1 – I notice that you are (name the unwanted behaviour) and then remind the child of the rule. If you continue to xxxxxxxx then you are choosing to go on a ‘one’.

Step 2 – The child choose to continue with unwanted behaviour. Adults say “That’s one, “name of child”. Stop there - no more talking and say this in a calm but firm manner. Make sure you look directly at your child when you say this. When counting, wait about 5-10 seconds in between to give the child a chance to self-correct.

Step 3 - Child acts out again - you say, “That’s two, “name”. Again, no more talking or showing emotion. Avoid engaging the child in an argument. Depending on the behavioural reason and scenario, the child may receive a 2-minute time out in the classroom

Step 4 - Child acts out again- you say, ‘That’s three”. The child then misses 5 minutes of their playtime. As with step 3, depending on the behaviour shown, the child may be sent to a member of the SLT, who may decide to ring parents to discuss the behaviour.

Restorative practise must be used when a child has been on a three. Be curious – why is a child making these behaviour choices?

In cases of higher levels of negative behaviour. Use a scripted conversations – depending on the behaviour.

1. You need to understand that every choice has a consequence. If you choose to xxxxxxx then this will happen. If you choose to xxxxxx then this will happen.
2. Do you remember yesterday when you helped me to tidy up. That is who I need to see today.
3. I do not like your behaviour. Your behaviour is upsetting and dangerous. I don’t like your behaviour but I believe you can be a success.

In cases where a child hits or swears, you immediately go to 5 minutes of playtime lost. They don’t get multiple chances to hit or swear at others. In this case, it is important to explain to the child that a specific word is not acceptable. Many children will repeat words they hear from others but might not know the meaning of the word or its inappropriateness. Parents will be informed of an immediate three.

Restorative practise must be used following incidents.

The role of the class teacher, PiPs Staff and teaching assistants

It is the responsibility of class teachers, PiPs Staff and teaching assistants to ensure that the school rules are enforced in their classes, in club and that their classes and club behave in a responsible manner during lesson or the less structured club time. Children are explicitly taught how to behave during assembly, PHSCE and circle time lessons. The learning is planned. The PHSCE policy is supported by the materials in the PSHE curriculum, KiVa and other products.

The class teachers, PiPs staff and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work and play to the best of their ability.

The class teacher, PiPs staff and teaching assistants treat each child fairly, and enforce the 3 golden rules consistently The teachers, PiPs staff and teaching assistants treat all children in their classes and Club with respect and understanding.

If a child misbehaves repeatedly in class or club, the class teacher/PiPs manager keeps a record of all such incidents. In the first instance, the class teacher or PiPs manager deals with incidents him/herself in the normal manner. Persistent misbehaviour will be discussed with parents. However, if misbehaviour continues, the class teacher, PiPs staff or support staff seeks help and advice from the SENCO, the deputy head teacher or the headteacher. There are higher sanctions that will be applied for very poor behaviour such as indoor supervised playtimes only. Children with severe behaviour difficulties will have a personalised improvement plan designed for them by the SENCO, headteacher and class teacher such a plan will be extended to PiPs if parents and staff feel this is an appropriate course of action

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education outreach worker or SENCO. The class teacher will also liaise with PiPs if this applies to the child involved.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This is also the case for children attending PiPs club but understanding that the format of club is not the same as school and is more play based. Behaviour expectations whilst following school rules reflects the greater freedom pupils have when attending PiPs.

The end of year report lets parents know about their child’s attitude and skills as well as behaviour for learning and socialising and each is differentiated according to age. PiPs does not issue end of year reports.

The role of the head teacher

It is the responsibility of the head teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The head teacher monitors records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school and PiPs collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school and PiPs rules (123 Magic) and we expect parents to read them and support them. They are in the children’s reading diaries and part of the pack which new starters to both the school and club are provided with.

We expect parents to support their child’s learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have ongoing concerns about their child’s welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or PiPs staff. If the concern remains, they should contact the head teacher or in the case of PiPs, the PiPs manager. If they are not satisfied at this point they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented that follows the school’s complaint procedure.

The role of governors

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school’s policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

**Fixed-term and permanent exclusions**

We do not wish to exclude any child from school or from PiPs club but sometimes this may be necessary. This will only be operated in conjunction with DFE guidelines and legislation.

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The PiPs manager has the power to exclude a child from club but this decision must be taken after consultation with the head teacher. The head teacher may exclude a child from school for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. This is the same for children attending PiPs club but parental contact will be made by the PiPs manager in consultation with the head teacher. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors’ appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

**Drug and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and send the medicine in with an adult. This should be taken directly to the school office for recording and safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or TA.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

**Behaviour when not on school premises**

The Governors and the head teacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals, or affects the reputation of the school, even whilst the pupil may not be on the school premises.

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning incidents of misbehaviour on CPOMS. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to class teachers and CPOM if necessary. Governors are kept informed of monitoring outcomes.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of racial equality; it will seeks to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background, gender, sexual orientation etc

**Anti-Bullying Policy**

Anti-Bullying

* At Pear Tree we provide a safe supportive environment in which to learn. We have clear strategies for preventing, countering and responding to bullying. Our Anti-Bullying Policy explains these in full.
* Our definition of bullying is “Harmful behaviour/degrading treatment which is deliberate, repeated, and targeted at a relatively defenceless or less powerful person”.
* All pupils know that there is a member of staff that they can go to report and or discuss bullying. This person will handle any information or situation discreetly and in line with agreed policy. We have a clear format for recording incidents.
* Through our behaviour and anti-bullying policies we hope to ensure that victims of bullying receive support to increase their self-esteem and social skills, and that bullies develop social skills and are helped to change their behaviour.
* Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
* We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
* This policy aims to produce a consistent school response to any bullying incidents that may occur.
* We aim to make those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

KIVA

If a child threatens, hurts or bullies another child, the class teacher or manager of our PiPs club records the incident and reports it to the KIVA leads and the child will incur sanctions and support in order to change the behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the KIVA team lead will discuss the matter with the head teacher and school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Repeated incidents of dangerous behaviour may result in exclusion (fixed term) while the school devises a plan to keep the children safe and to change the behaviour of the excluded child.

The school or club does not tolerate bullying of any kind. We are a KiVa school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school and PiPs club free from fear. We have a curriculum programme (KiVa) that teaches children how to support each other and avoid bullying behaviours. Kiva leads also advise PiPs staff if this is required.

**Role of the head teacher**

It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing board about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.

The head teacher monitors the implementation of the KiVa curriculum, which covers bullying prevention and recording and actions.

The head teacher ensures that all staff, including PiPs staff and lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The pupils need to know that there is a member of staff that they can go to report and or discuss bullying. This person needs to handle the information / situation discreetly and in line with agreed policy. A situation needs to be created to ensure the child's privacy. This is a KiVa school and the KiVa process of indicated actions deals with any identified incidents.

If a class teacher records the incident / accounts then a copy must be given to the Kiva coordinator to be filed.

The KIVA coordinator is Miss T Sketchley.

**Role of the pupil**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. The children are taught to report bullying.

**Curriculum**

Anti-bullying awareness and social skills are included in PSHE and Citizenship programmes often delivered in circle time. We use the KiVa materials, which provide a structured progressive curriculum through Key Stage 2 and Dina materials in KS1.

**PSHE is used by teachers and if required, PiPs staff to:**

* Identify problems.
* Analyse.
* Solution.
* Present solution.
* Review solution.

Pupils need to be encouraged to be assertive from an early age. This can be practised in role-play in circle time in order that they become familiar with techniques to use.

Pupils need to be made aware that observing bullying requires a response.

Pupils can:

* Make sure that no one is left out of a group.
* Ensure that they do not smile or laugh at bullying.
* Tell a member of staff.
* Tell bully (bullies) to stop.
* Show that they do not approve.

 Make verbal assertive statements (e.g. “I don’t like you doing that”)

 Resist manipulation and threats

 Leave a bullying situation

 Enlist support from others

 Boost own self-esteem

 Remain calm in a stressful situation

**Role of governors**

The governing board supports the head teacher in all attempts to eliminate bullying from our school. The governing board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing board notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing board.

**Role of the teacher, PiPs staff and support staff**

All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. All staff will be Kiva trained every two years.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. PiPs staff will also keep written records and consult, when required, with the KIVA leads for the school. If teachers witness an act of bullying, they will refer it to the KiVa teams. Teachers and support staff do all they can to support the child who is being bullied.

In the head teacher’s room there is an anti-bullying logbook in which the KiVa team records all incidents of bullying that occur both in and out of class, we also record incidents that occur near the school, or on the children’s way between school and home. Any adults who witness an act of bullying should refer it to the KiVa team.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately and report it to the KiVa team. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child’s parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external agencies.

All members of staff attend Kiva training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils to understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and to celebrate the success of all children, and thus to help create a positive atmosphere.

**Role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school’s complaints procedure, as detailed in the school Prospectus.

Parents have responsibility to support the school’s Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

**Child on Child Abuse**

As part of our PSHCE curriculum we aim to not only raise children’s awareness of positive relationships within the community, family, school and with their peers, but by doing so alert children to relationships that may be harmful. SRE is taught as part of PSHCE and KIVA (in key stage 2).

Child on Child abuse definition:

‘Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.’

NSPCC helpline 0800 136 663 (see the safeguarding section of the website for more details and support).

**Monitoring and review**

This policy is monitored by the head teacher, who reports to governors on request about the effectiveness of the policy.

This Anti-Bullying Policy is the governors’ responsibility and they review its effectiveness annually. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs

Definitions:

PSHCE. Personal Social Health and Citizenship Education.

PSHE – Personal Social and Health Education

SRE – Sex and Relationships Education (SRE is part of our wider PSHCE Education Programme

**Organisation**

The governors’ board reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Guidelines

At Pear Tree Primary School and PiPs Before and After School club we have adopted the following DFE 2015 guidance to heads and governors. This guidance advises that:

* “School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are: 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; any item banned by the school rules which has been identified in the rules as an item which may be searched for. Under COVID restrictions any searches would only be initiated if there was a perceived risk to life. If there was a belief a child had a prohibited item then a phone call would be made home and parents would be asked to immediately collect the child and undertake the search.
* Use of reasonable force: All school 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. Any pupils that could potentially pose such a risk would have an individual risk assessment undertaken and the SENCO, head teacher and/or deputy head teacher would decide with parents if the child was safe to maintain their place in school.
* Allegations of abuse against staff: Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.” (*Ensuring good behaviour in schools 2015)*

**Associated resources**

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to the Department’s advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff’:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>