



Pontesbury CE
Primary School

Behaviour Policy

Adopted by the Governing Body: October 2024

Due for review: October 2026

The Governing Body's Written Statement of Behaviour Principle

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Pontesbury CE Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At Pontesbury CE Primary School, we value everyone as an individual, capable of growth, change and development. We have high expectations that support the development of our pupils as effective and responsible citizens underpinned by our vision and values and those of the Church of England.

The purpose of this statement is to give guidance in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed.

Principles

All children, staff and visitors have the right to feel safe at all times.

Pontesbury CE Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort.

High standards of behaviour are expected. The school ethos is set out to 'Aim High, Climb Higher' and this applies to behaviour too.

The vision of the Church of England for children and adults to 'flourish' and to embody 'life in all its fullness' reiterates the need for calm, safe and inclusive approaches to behaviour.

A wide range of rewards are consistently and fairly applied in such a way as to encourage and reward good behaviour around school. These include house points, positive notes, cubes and acknowledgement in achievement assemblies.

Sanctions for unacceptable/poor behaviour are known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour.

We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.

We expect pupils and parents to cooperate to maintain an orderly climate for learning. Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it must also provide guidance on the use of reasonable force and other physical contact.

The Governors emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

This written statement of behaviour principles is reviewed and approved by the Curriculum Committee annually.

At the forefront of this policy is the Church of England's vision for education 'Educating for life in all its fullness' and the school's vision 'Aim High, Climb Higher' (which is reflected by Psalm 121 "Lift up my eyes to the mountains— where does my help come from? My help comes from the LORD"). The following procedure and practice outlines how all our school community can promote good behaviour and respond to unwanted behaviour to ensure the flourishing of children and adults in our school community (whilst following legislation and guidance).

Good behaviour at Pontesbury CE Primary School is central to a good education. Behaviour at our school will be managed to provide calm, safe and supportive environments where pupils can learn and thrive. Learning how to and then behaving well and appropriately within the school is vital for all pupils to succeed.

Aims

The aims of this policy are:

- To establish and maintain approaches to behaviour management that is **consistent** throughout the school.
- To make sure that behaviour in school facilitates high quality learning for all.
- To develop, encourage and reinforce positive attitudes.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To make sure that every member of the school community behaves with consideration and concern of others enabling positive relationships to flourish.

Good behaviour at Pontesbury CE Primary School is central to a good education. Behaviour at our school will be managed to provide calm, safe and supportive environments where pupils can learn and thrive. Learning how to, and then behaving well and appropriately within the school is vital for all pupils to succeed.

School Ethos

The key to good behaviour management is to establish positive, healthy working relationships between all staff and pupils. Relationships underpin conditions where students can focus on learning, free from distractions and emotional threat. Most importantly, relationships support the needs and rights of everyone in the classroom to feel safe, respected and valued.

The adults encountered by the children in school have an important responsibility to model high standards of behaviour, both in dealing with the children and each other. Our example has an important influence on the children.

The Three Rules

At Pontesbury CE Primary School, we have three rules which are consistently applied to support good behaviour. These three rules can apply to all scenarios/situations. They are to be:

Ready

Respectful

Safe

These three rules underpin all aspects of behaviour. These three rules will be understood by all pupils to ensure that high standards of behaviour are consistently maintained.

Ready, Respectful, Safe – RRS

The Curriculum and Learning

In order to manage behaviour, we believe that a well-planned curriculum which considers the needs of all pupils and challenges/supports/differentiates appropriately. Planning for the needs of all pupils, the active involvement of pupils in their own learning, and constructive feedback for pupils, all help to engage pupils in their learning and avoid distraction/disengagement which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of all abilities. Feedback will be provided in a variety of ways to inform the children of their progress and achievements and as a signal that children's efforts are valued and that their progress matters.

This will extend further to the use of assemblies and PSHE lessons to promote mutual understanding and respect for each other alongside the management of feelings and emotions in different scenarios. Staff will also use further intervention in a more ad-hoc way as issues/challenges present themselves to ensure that they address these within a timely manner.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The three rules (RRS) play an active part in the management of the classroom and will be revisited often (children need to be taught and retaught expected behaviours). Praise and positive affirmation are used to further encourage good behaviour and good learning.

The classroom environment gives a clear message to the children about the extent to which their efforts are valued. A calm, safe environment and well-organised/accessible resources anchored with positive relationships encourages good behaviour with minimal low-level disruption.

Where further guidance is required, staff will work alongside the SENDCo to support those pupils with additional needs.

Positivity and Rewards

Our emphasis on rewards is to reinforce good behaviour rather than on failures.

There will be a focus on positive behaviour – ‘noticing’ those doing the right thing, recognising and praising good behaviour, and taking the fame out of poor behaviour.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest rewards are praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be high.

Rewards are the most effective if they follow immediately upon the desired behaviour.

Rewards at Pontesbury (but not limited to):

- Praise for good behaviour – verbal, body language, smiles
- Class reward systems – appropriate to the age of the children
- Whole school reward systems – House Points, ‘Positive’/‘Posi’ Notes
- Commendation to other members of staff and/or parents/carers
- Achievement awards presented in Achievement Assembly.

It is important to remember that children will have very different standards of personal behaviour. Some children will need more support than others, just as some children need more academic support than others. It is important to ‘catch children being good’.

Above all, rewards should be special and meaningful.

Strategies Used in Dealing with Disruptive Behaviour, Challenging Behaviour and/or Emergency Situations

Five Pillars of Practice

Staff will adopt the five pillars of practice to ensure there is a consistent approach in managing behaviour and implementing the RRS rules.

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

Behaviour Book

An individual electronic Behaviour Record will be used to record specific incidents of poor (and positive behaviour) when an incident has been dealt with by the

Headteacher/Deputy Headteacher and/or when a specific incident has been reported to the Headteacher/Deputy Headteacher. The Behaviour Record will record the following:

- Incident
- Action, Consequence & Parental Communication
- Does the incident constitute bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/ transphobic bullying, use of derogatory language and racism?

The Behaviour Record will also be used when it is necessary to track an individual's behaviour standards over a period of time e.g. when a Behaviour Support Plan has been implemented.

Behaviour Support Plans

When necessary, a Behaviour Support Plan may be devised for individual pupils between the school and parents/carers to support a pupil in achieving and maintaining high standards of behaviour.

Outside Agencies

Other agencies may be contacted to provide behaviour support to the school, pupil and parents/carers to prevent particular behaviours from escalating (e.g. Inclusion service, Behaviour support service, Educational Psychologist, Woodlands, Parenting Team, Etc.).

Child-on-child / Sexual Harassment

Child-on Child abuse and sexual harassment will not be tolerated under any circumstances.

Any allegation will be dealt with immediately and the pre-determined Peer-on-Peer / Sexual Harassment Risk Assessment will be implemented when necessary.

Physical Intervention

Where it is necessary to physically intervene to safeguard the welfare of a child, the physical intervention policy should be followed.

If a member of staff is ever in any doubt, or the child refuses to cooperate, staff should send for a colleague or, if necessary, the Deputy Headteacher or Headteacher.

Screening and Searching

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

School staff can search a pupil for any item if the pupil agrees.

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

Prohibited items are (but not limited to):

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified (which may not be listed above).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider poses a risk to staff or pupils or is detrimental to school discipline.

Malicious Accusations Against School Staff and the Pastoral Care Available to Staff Accused of Misconduct.

In line with National Education Union advice, where a pupil has made accusations against school staff which are found to be malicious, appropriate action will be taken in-line with the Behaviour and Safeguarding Policies. This could include temporary or permanent exclusion and even a referral to the police if it is believed that a criminal offence may have been committed.

Behaviours Beyond the School Gate and Outside School Hours

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006).

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- engaging in misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school
 - o poses a threat to another pupil or member of the public
 - o could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Restorative Conversations & Consequences

Punishment doesn't teach better behaviour; restorative conversations do.

However, every action does have a consequence. Where necessary, all consequences should take individual circumstances into account and be in proportion to the poor behaviour/offence. This may be as simple as a verbal reprimand or restorative conversation. Other sanctions, listed below, can be used.

When issuing a sanction, staff will remember to:

- Make it clear why the sanction is being applied
- Make it clear what changes in behaviour are required to avoid future sanctions/consequences
- Make a clear distinction between minor and major offences
- Criticise the behaviour and not the person
- Be calm, fair and consistent.

It is also important to remember that some behaviour will be recognised as a symptom of a Special Educational Need and will require support.

Classroom Sanctions at Pontesbury (but not limited to):

- Verbal reprimand
- Restorative conversations
- Move place, work alone

- Loss of privileges within the school day
- Missing a break time
- Time out in another class
- Note/phone call/discussion to/with parents/carer
- Sent to Deputy Headteacher (and recorded within Behaviour Record)
- Sent to Headteacher (and recorded within Behaviour Record)
- Letter home to parents/carers
- Meeting with parents/carers

Playground/Breaktime Sanctions at Pontesbury (but not limited to):

- Verbal reprimand
- Restorative conversations
- Time out under supervision – outside
- Time out under supervision – inside (refer to class teacher)
- Referral to class teacher
- Referral to Deputy Headteacher (and recorded within Behaviour Record)
- Referral to Headteacher (and recorded within Behaviour Record)
- Letter home to parents/carers
- Meeting with parents/carers

There is no use of physical punishment.

Exclusions

In cases of persistent or severe poor behaviour a fixed-term exclusion may be issued by the Headteacher.

In very rare cases, a permanent exclusion can occur.

Permanent exclusion would only be considered

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In making the decision whether a child should be excluded the school will:

- Take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying
- Take into consideration a school's duties under the Equality Act 2010; schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual

orientation, because of a pregnancy/maternity, or because of a gender reassignment

In addition, the school will adhere DfE regulations covering the use of exclusion in 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion', September 2017 together with guidance issued by the Local Authority.

Clear Communication and working with parents/carers

There should be clear communication between staff, and with parents/carers, when necessary, to celebrate positive behaviour or to try to prevent poor behaviour from re-occurring through a 'united' front.

Violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff or pupils will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

One-Page Blueprint for Staff

A one-page policy / blueprint for staff outlines this policy and the school's consistent and positive approach in promoting and maintaining high standards of behaviour (see **Appendix A**).

Roles and responsibilities

Roles and responsibilities of the Governors

- A responsibility to ensure that the school complies with this policy
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour
- To ensure that this policy is maintained and updated

Roles and responsibilities of the Headteacher

- To identify the high standards of behaviour that is acceptable to the school
- Ensure that all in the school community are aware of and comply with this policy
- Work with everyone in the school community to create an ethos that makes everyone feel valued and respected
- Promote good behaviour by developing positive relationships with everyone involved with the school

- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- Provide guidance, support and training for all staff (including new staff during induction)
- Monitor the effectiveness of this policy and annually report to the Governing Body on the levels of behaviour at the school

References

Ofsted Education Inspection Handbook (EIF) – Behaviour & Attitudes

(<https://www.gov.uk/government/publications/school-inspection-handbook-EIF/schools-inspection-handbook-for-september-2022>)

DfE Behaviour in Schools – Advice for Headteacher and School Staff – July 2022

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)

When the Adults Change, Everything Changes by Paul Dix

(Chapter 1 pg. 3-17, Chapter 3 pg. 42-45, Chapter 4 pg. 60-61, Chapter 8 pg. 128-131 & 132-134, Chapter 10 pg. 161, 167-168, 172 and 175 and Chapter 11 pg. 182 & 184)

The Running The Room Companion by Tom Bennet

(Chapter 6 pg. 75-83)

Teaching Walkthus 1 by Tom Sherrington & Oliver Cavigioli

(Behaviour & Relationships pg. 34-47)

Teaching Walkthus 2 by Tom Sherrington & Oliver Cavigioli

(Behaviour & Relationships pg. 34-51)

Teaching Walkthus 3 by Tom Sherrington & Oliver Cavigioli

(Behaviour & Relationships pg. 40-57)

High Aspirations, Clear Expectations and Positive Behaviour Management are Key Ingredients for Creating an Effective Learning Environment Article by Bethan Coles

([High aspirations, clear expectations and positive behaviour management are key ingredients for creating an effective learning environment : My College \(chartered.college\)](https://www.chartered.college.uk/insights/high-aspirations-clear-expectations-and-positive-behaviour-management-are-key-ingredients-for-creating-an-effective-learning-environment))

DfE Exclusion Guidelines

(<https://www.gov.uk/government/publications/school-exclusion>)

School Child Protection Policy

Searching, Screening and Confiscation - Advice for schools July 2022

([Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Searching_Screening_and_Confiscation_Aadvice_for_schools_July_2022.pdf))

Appendix A



Behaviour Management Policy (One-Page Blueprint for Staff)



High expectations, standards and aspirations are at the heart of a successful school.

This one-page policy/blueprint outlines the school's consistent and positive approach in promoting and maintaining high standards of behaviour.

VALUES:

Every adult should promote the school values throughout the daily life of school and support the pupils to be:

Courageous; Ambitious; Creative; Resilient; Compassionate; Responsible and demonstrate good Christian values.

RELATIONSHIPS

The key to good behaviour management is to establish positive, healthy working relationships with all pupils and to make learners feel important, valued and like they belong.

POSITIVITY

Focus on the positive behaviour – give first attention to those doing the right thing, make a point of recognising and praising good behaviour, and take the fame out of poor behaviour.

Recognising the positive behaviour can be achieved through various means e.g. verbal praise, written feedback, rewards (house points, achievement awards), 'positive'/'posi' notes, etc.

READY, RESPECTFUL, SAFE

Three simple rules apply to every situation when managing behaviour.

These three rules are: **READY, RESPECTFUL and SAFE (RRS)**

Staff should use these rules consistently to determine clear expectations and boundaries and ensure that pupils always adhere to these.

FIVE PILLARS OF PRACTICE

All staff should adopt the five pillars of practice to ensure there is a consistent approach across the school in managing behaviour and implementing the three RRS rules.

The five pillars are:

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

RESTORATIVE CONVERSATIONS & CONSEQUENCES

Punishment doesn't teach better behaviour; restorative conversations do.

However, every action does have a consequence. Where necessary, all consequences should take individual circumstances into account and be in proportion to the poor behaviour/offence. This may be as simple as a verbal reprimand or restorative conversation. Other sanctions can be used appropriately in-line with the school's Behaviour Policy.

CLEAR COMMUNICATION

There should be clear communication between staff, and with parents, when necessary, to celebrate positive behaviour or to try to prevent poor behaviour from re-occurring through a 'united' front.



Pontesbury CE **Primary School**

Physical Intervention and **Restraint Policy**

Reviewed: November 2022

Next review date: November 2024

At Pontesbury CE Primary School we strive to create an environment in which both children and adults feel happy, safe, secure and valued. We aim to ensure a whole school approach to behaviour known and understood by all staff, children, parents and outside agencies.

The use of force upon any pupil by a member of staff is a serious matter and should only be considered as a last resort.

However, the law is clear, and the Governing Body has a responsibility to all concerned, to support any member of staff who as a last resort uses reasonable force in accordance with the law, and with this policy.

Aims of the policy

The aims of this Reasonable Force Policy are to:

- Provide clarification on the use of reasonable force in school
- To enable staff to feel more informed and confident about the use of reasonable force when they believe it to be necessary
- To make clear the responsibilities of Headteacher, senior staff and governing bodies in respect of this power
- This policy is drawn from advice contained in the document 'Use of Reasonable Force – Advice for headteachers, staff and governing bodies' issued 2013 by the Department for Education (DFE) and the DFE Keeping Children Safe in Education

Key points

School staff have a legal power to use force and lawful use of this 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.

What the law says

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;

- Any behaviour prejudicing the maintenance of good order and discipline in the school.

Who may use force?

- Through this policy, the headteacher expressly gives authority to all staff who have undergone the relevant training to use reasonable force in the circumstances listed above.
- The Head also gives authority to all staff who have control or charge of pupils (including teaching staff, teaching assistants, special needs assistants, midday assistants and supply staff) who work at Pontesbury CE Primary School the power to take reasonable action to prevent a child coming to significant harm or causing it to others.

What is reasonable force?

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.

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.

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 where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. 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.

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.

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.

Schools can use reasonable force

- In situations where a pupil (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To 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;
- To prevent a pupil from attacking a member of staff or another pupil
- And to 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.

Deciding whether to use force

As a general rule, staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify it
- The chance of achieving the desired outcome by other non-physical means are low
- And the risk associated with not using force outweighs the risk of using it

Staff do not require parental consent to apply reasonable force on a pupil.

Staff Training

The school will have Crisis Prevention Training (CPI) trained members of staff who are able to support, and/or assist, members of staff should there be a requirement to try to help prevent physical intervention or to physically intervene.

Use of Physical Restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied.

However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint as a last resort.

The following guidance is given the staff -

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DO NOT

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

Actions After an Incident

Physical restraint often occurs in response to highly charged, emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The headteacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a Behaviour Support Plan, which may include

an intervention e.g. anger management programme or other strategies agreed by the SENDCO. This may require additional support outside agencies or services, for example the Local Authority Behaviour Support Team, Woodlands, Etc.

In some circumstances, Early Help processes may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Report Form (see **Appendix B**). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Behaviour Support Plans & Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises through a Behaviour Support Plan and/or Risk Assessment.

Behaviour Support Plans and/or Risk Assessments will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific actions the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however,

and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on an annual basis.

References

CPI Intervention Training & Materials

The Use of Force to Control or Restrain Pupils 2007 DSCF

Care and Control Guidelines 2006 ER CFAS

Keeping Children Safe in Education

School Behaviour Policy

School Child Protection Policy

School Safe Working Policy

School SEN policy

RECORD OF PHYSICAL INTERVENTION OR RESTRAINT

Date of incident:

Time of incident:

Pupil Name:

D.O.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of restraint:

Description of any injury(ies) sustained by injured pupil and any subsequent treatment:

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Signature of staff completing report:

Date:

Signature of Teacher-in-charge:

Date:

Signature of Head STS:

Date:

Brief description of any subsequent inquiry/complaint or action: