

# St Saviour's RC Primary School

*Pray Together, Learn Together, Stronger Together in Jesus*



## Behaviour & Behaviour for Learning Policy

**Date Agreed:** September 2020

**Review Date:** September 2022

# St. Saviour's R.C. Primary School

## Behaviour and Behaviour for Learning Policy

### Mission Statement

*Pray Together, Learn Together, Stronger in Christ*

### Aims

We are all members of God's family and the respect we have for one another should be reflected in our behaviour. Through the Every Child Matters agenda we aim to:

- To develop children's self- esteem and to celebrate their talents.
- To promote respect for themselves, others and the environment.
- To enable children to take responsibility for their own learning and behaviour.
- To strengthen the link between home and school based on common values.

### Responsibilities of Teachers and Support Staff

- To provide children with a broad, balanced curriculum within a positive and stimulating learning environment.
- To enforce and follow school rules and procedures.
- To monitor children's behavior (*Good to be Green charts*).
- To treat children with respect.
- To maintain open relationships with parents to ensure a shared understanding about the child and the school.
- To help children feel secure, become independent learners and be able to be responsible for their own behaviour.

### Responsibility of Children

- To follow the school rules and procedures in the classroom, in the playground and whilst on school outings.
- To look after their classroom equipment and their environment.
- To value their work and that of others.
- To accept responsibility for their own actions.
- To be polite and courteous.
- Not to hurt others by the things they say or do.
- To move quietly and sensibly around the school.

### Responsibility of Parents and Carers

- Support the work and ethos of the School.
- Behave in an appropriate manner in and around the School premises in line with the Lewisham statement.
- Be aware of the School's Behaviour Policy.

## St. Saviour's School Rules

- 1) To respect each other.
- 2) To respect the School and School Equipment
- 3) To listen carefully and follow instructions from all adults.
- 4) To take responsibility for your own actions.
- 5) Try to resolve your own problems.

### Positive Recognition

We use the following rewards to praise children who behave well, work hard and to encourage others to follow their example.

- ◆ Verbal Praise
- ◆ Celebration assemblies every Friday (*Literacy, Maths and Child of the Week*)
- ◆ Informing parents of good behavior personally, celebrated on the school website and fortnightly Headteacher newsletter
- ◆ House Points for good behavior and work.
- ◆ Displaying photographs from Celebration Assemblies
- ◆ Good to be Green Certificates (*25, 50, 75, 100, 150 and 180 points*)
- ◆ Stickers in books for good work

## How we Deal with Conflict

### Consequences

We use the following sanctions when rules are broken using the '**Good to be Green**' scheme -

#### Stage One (*Minor Disruption*)

- Verbal Warning
- Time out of class
- Informally speak to parents at end of day
- Loss of Privileges

#### Stage Two (*Repeated Minor Disruption*)

- Sent to Phase Leader (*EYFS/KS1/KS2*)
- Any child repeatedly ending the day on a red card will be put on a weekly tracking sheet
- A letter may be sent home
- Request for parents/guardians to meet with Class Teacher and/or Phase Leader and Headteacher / Inclusion Manager

#### Stage Three (*Serious Breach of Rules, Endangering Others & Acts of Violence*)

The school will consider -

- Internal Exclusion of One or Two days (*child will be kept apart from the rest of the school and will complete the school day with Headteacher or Inclusion Manager*)
- Temporary External Exclusion (1 day)
- Temporary External Exclusion (2 days)
- Temporary External Exclusion (3 days)
- Permanent External Exclusion

### Conclusion

Our policy aims to provide a partnership for creating a safe, happy working environment for everyone. It's success depends on the commitment of pupils, staff and parents.

**Agreed** by Staff and Governors Autumn Term 2017

**For Review:** September 2017

## APPENDIX

### BEHAVIOUR MANAGEMENT STRATEGIES

#### General Strategies

- Praise desirable behaviour
- Always get down to children's level
- Lower your voice
- Talk slowly
- Use gestures to support what you are saying
- Class rules if necessary

#### Restorative Approach to Resolving Conflict

- 1) **'Tell me what happened'** - Ask both children individually and give both children time to answer. Try to find out what happened to provoke situation. Try to avoid using 'Why' questions as this indicates someone is to blame and young children often can't explain this.
- 2) **'How do you think (name) might feel?'** - Encourage children to look at (name) for visual clues such as body posture and facial expression.
- 3) **'What can you do to make it better?'** - All children need to say 'sorry' while making eye contact with other child. They could also fetch a tissue, shake hands, say 'friends', help fix something that is damaged e.g: rebuilding track OR
- 4) **'Can you think of a fair way?' (sharing issues)** - Encourage children to resolve conflict e.g: sharing strategies might be: giving something back and finding another, using sand timer, writing a list using name cards.

# St. Saviour's R.C. Primary School

## Behaviour and Behaviour for Learning Policy

### Mission Statement

*Pray Together, Learn Together, Stronger in Christ*

*In order to fulfil our Mission we share these core values:*

- *love and mutual respect*
- *dedication and loyalty*
- *justice and fairness*
- *honesty and trust*
- *the living of our faith*
- *high expectations of each other*
- *forgiveness and reconciliation*
- *an affirmation of each other's talents*
- *a commitment to a culture of continuous self improvement*
- *a willingness to co-operate and share our gifts for the good of all*

*In order to fulfil our Mission we aim to:*

- *lead the children to a deeper knowledge and understanding of the Catholic faith*
- *guide and foster the growth in faith of each individual involved in the school community*
- *make prayer, worship and the liturgy both meaningful and relevant experiences for all*
- *ensure we all learn to learn*
- *expect the highest standards of academic achievement from all children*
- *ensure that all children are provided with a challenging, broad and balanced curriculum, as set out in the National Curriculum*
- *ensure that the life and curriculum of the school celebrates and respects the differing ethnic and cultural backgrounds presented in the school and in society*
- *expect high standards of behaviour, courtesy and respect*
- *create a calm, disciplined and positive atmosphere where praise and reward enhance the children's confidence and self esteem*
- *support parents and the parish community in fulfilling their responsibilities towards the religious and educational development of their children*
- *establish and maintain effective communication between school and home*

***"We owe to children the best we can give. Their life is fragile. If they are to have a tomorrow, their needs must be met today"***

*Gabriella Mistral*

## Introduction

The St Saviour's RC Primary School is a happy and caring school dedicated to equality of opportunity. All children and adults are loved because they are a unique human being made by God. Our mission statement is our main driver within our learning for behaviour policy. Supported by our core principles and learning to learn attributes children will be offered a wide range of experiences to extend their understanding of themselves and the world they live in. We work towards developing skills, attitudes and values to prepare the children for the next stage of learning and enable them to be successful in our community.

All staff will have the highest expectations of behaviour and success. All children will be set challenging tasks and supported to achieve their personal best.

We acknowledge that some children experience difficulties coping with school. They will need patience, support and above all consistent and fair treatment from all adults they meet in school.

## The core principles of our behaviour for learning policy

- *Clear - Children need to know what is expected of them, where, when and why.*
- *Calm – to guide effectively we need to understand and consider children's emotions and viewpoint and to achieve this effectively we need to remain calm focussed.*
- *Caring – we care enough to be firm and/ or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave better than one whose self-esteem is low.*
- *Consistent – we want our children to show good behaviour for learning and experience from all staff the predictability of expectation and response.*
- *Cheerful – all individuals respond more effectively when approached positively, and therefore, when supporting our children, we will endeavour to approach their behaviour in positive way.*

## Learning Attributes

At St Saviour's RC Primary School **learning about learning** is developed by teachers promoting learning attributes in our classrooms.

*We learn using five learning attributes as a key for effective learning to place.*

- *Readiness*
- *Resourcefulness*
- *Resilience*
- *Responsibility*
- *Reflection*

### We aim:

- *to encourage a calm, purposeful atmosphere in school*
- *to promote positive caring attitudes where achievements at all levels are acknowledged and valued*
- *to encourage independence, co-operation and responsibility*

### We will:

- *have a **consistent** approach to behaviour throughout the school with parental partnership and involvement*
- *make **boundaries** of acceptable behaviour clear to ensure safety*
- *give pupils, staff and parents a shared sense of purpose*

### **The School Rules**

- *To follow instructions from all adults in school*
- *To treat others with care and respect*
- *To keep hurtful hands and feet to themselves*
- *To take care of property in and around the school*
- *To do their best and let others do the same*

### **Staff Responsibilities are:**

- *to treat all children fairly and with respect, acknowledging individual needs*
- *to model positive professional relationships throughout the school community*
- *to enhance children's self-esteem and develop their potential*
- *to provide and/or support, a challenging, interesting and relevant curriculum*
- *to create a safe and pleasant environment, physically and emotionally*
- *to communicate with parents regularly (as outlined in the Home School Agreement)*
- *to use rules and sanctions clearly and consistently throughout the school*

### **Parents and Carers Responsibilities are:**

- *to provide positive support for the school behaviour policy*
- *to support their children's learning, offering encouragement and praise*
- *to make every effort to attend meetings and to communicate promptly, important information which may affect their children's learning*
- *to support the school as outlined in the Home School Agreement*
- *to ensure good attendance and punctuality*

### **Children's Responsibilities are:**

- *to adhere to the school rules*
- *to follow instructions from all adults in school*
- *to treat others with care and respect*
- *to keep hurtful hands and feet to themselves*
- *to take care of property in and around the school*
- *to do their best and let others do the same*

*Additional rules maybe used within each class in relation to specific class needs or particular concerns. This may be written into a class behaviour target as appropriate and reviewed regularly.*

### **To Promote Good Behaviour:**

*We actively encourage good behaviour through setting a positive example ourselves as good role models. We use posters, a visual timetables, non-verbal signals, role play and rehearsal of positive behaviours. We praise good behaviour both privately and publicly. We work in partnership with parents.*

### **Strategies for Positive Encouragement and Acknowledging Good Behaviour:**

*Positive feedback lets children know when they are doing the right thing and celebrates achievement. Praise needs to be genuine and specific. For pupils experiencing difficulties, we acknowledge progress and work towards the behaviours which support their learning and social development. Positive feedback contributes to our positive ethos, happy school and enhances self-esteem and motivation.*

### **Raising Pupil's Self-Esteem:**

- *by communicating a sense of importance.*
- *ensuring pupils experience, and have a sense, of their own success*
- *maximising opportunities for pupils to take responsibility for themselves in their behaviour for instance, providing choices wherever possible.*
- *Within Circle Time, which gives an opportunity for all children to have a voice, to talk for example, about the things they like and make them feel good, and allow for the opportunity to give and receive positive comments from each other.*

We use a range of **rewards** in class and publicly as a whole school. We monitor to ensure equality of opportunity and to celebrate success.

### **To Acknowledge Good Behaviour we use:**

- **Verbal Praise:** *positive recognition, highlighting positive role models and use enriching language and descriptive praise for example 'You sorted out your pencils, crayons and pens and put them in separate boxes. That's what I call organisation'. Praise of this kind can be used to give a child a new picture of him/herself.*
- **Sharing:** *good work and behaviour with others and in assemblies. Names are positively displayed on the classroom door. We give **attention for success**; 'catch them being good'.*
- **Non Verbal Praise:** *thumbs up, wink, smiles and occasionally gentle touch for example, on an arm or shoulder.*
- **Positive Feedback to Parents/Carers:** *verbal and written, positive letters, positive phone calls, end of day.*
- **Respect for All Individuals:** *appreciating their culture, background and abilities. Work displays should include every child. It is positive to display photographs of the children in the class.*
- **Certificates and or Stickers:** *from the Head teacher/class teacher/other adults.*
- **Head Teacher's Golden Achievers** *photographs and certificates displayed in the hall.*
- **Pupil of the Week:** *for lunchtime and class, celebrated in assembly. All children are involved at some point in the year. All adults are therefore involved in celebrating children's successes. All names celebrated on the board in the hall and outside individual classrooms on the noticeboards.*
- **Special Helper:** *recognition by badges, all children have an opportunity to take on responsibilities. Two a day.*
- **Whole Class and Group Reward Systems:** *including 'marbles in the jar' and whole class rewards for example, class excursion to the local park, special art afternoon, extra playground games, drama afternoon and singing.*
- **Children's Noticeboards in Class:** *display positive peer comments suggested in Circle Time. They also could be displayed on a 'caring hands trees', 'friendship tree'.*
- We use '**Teachers Marking & Feedback**' *encouraging positive learning behaviours and to feedback on work. This written communication recognises success and extends learning.*
- **Attendance and Punctuality:** *are monitored with weekly displays of class success and regular certificates for 100% attendance and punctuality.*
- **Whole Class Behaviour Targets:** *are displayed, set regularly/supported through teaching, prompts and encouragement.*
- **Individual Behaviour Targets:** *are set within the SEN/Pastoral framework with individual reward systems and support. Parents are fully involved within these processes.*
- **Behaviour for Learning** *display cards, linked to HP and certificates*

## **Positive Correction: Supporting Guidelines**

*The purpose of positive correction and consequences are to support pupils in taking responsibility for their behaviour, to make changes and appropriate choices.*

*Strategies need to be consistent and collegial throughout the school so children can develop awareness, and predict, the required behaviours.*

### **Principles:**

- *pupils tend not to misbehave if they are on-task. Pupils tend to be engaged in tasks if the tasks are meaningful and the level of challenge is appropriate.*
- *pupils need to have a clear sense of goals/targets and receive positive feedback leading to a growing sense of confidence and raised self-esteem.*
- *attention needs to be given to classroom organisation, lesson management, ventilation, seating, lines of vision – to see the teacher and board, etc.*
- *we use scanning, circulating and relaxed vigilance – looking to ‘catch children being good’ and letting them know what they have done well.*
- *pupils need to feel safe and secure, both physically and emotionally.*
- *within our school, our code suggests we do not use raised voices, even when managing challenging behaviours. Children learn and benefit from a quiet, calm working atmosphere. It is the responsibility of all adults present to support our aim.*
- *children may misbehave in an attempt to be noticed/feel special. We need to work on raising self-esteem through positive recognition.*
- *we need to have clear and consistent use of rules, routines and sanctions.*
- *we need to be seen to be fair. Sanctions that are unfair, inconsistent, are counter-productive. The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because ‘the child has broken an agreed rule. It is very important never to ‘punish a whole class’.*
- *we use many pre-consequential strategies which allow for learning for example, visual and non-verbal reminders for example, 4 on floor, voice level. The strategies we use, move from least to more intrusive.*
- *sanctions are more effective following a warning and should be delivered in a calm, firm, assertive*
- *way separate the behaviour from the child’ ... it is the behaviours that is unacceptable and not the child, for example we may say ‘I like you but not this behaviour’. This enhances pupil/adult relationships and future co-operation.*
- *as a general rule, only the involved pupil should be aware of correction. Telling someone off on the other side of the classroom can leave everybody feeling told off and can also have a desensitising effect.*
- *we discussed incidents with the children involved.*
- *each day is a new day. We place an emphasis upon the adult to rebuild relationships and ‘catch the child being good’ at the first opportunity. This supports self- esteem and learning.*
- *after correction, and as soon as possible, we find an opportunity to ‘catch the child being good’ to support and maintain self-esteem.*

## Strategies for Positive Correction and Improving Behaviour:

- Plan desired behaviours – teach, practice, get feedback from pupils for example. ‘Tell me what you need to do’.
- Give clear directions and praise two pupils, repeat when needed.
- Rule reminders and prompts, language positive – ‘walking... Thanks’.
- Positive recognition and feedback for following rules and directions.
- When working with the whole class, establish a ‘Signal for Attention’. Scan, circulate.
- Positive reinforcement through Proximity praise.
- Moving in – quietly state expectations.
- Re-focusing pupil on appropriate work.
- ‘The Look’
- Name .. (pause).. directions/redirection
- Non-verbal strategies and prompts
- Listen to children and communicate that you have heard what they have said
- Adults acknowledging pupils’ feelings/difficulties for example. ‘I can see you are feeling angry/upset’. This supports their development in emotional literacy, in having their feelings named or identified.
- Partial agreement ‘Maybe you weren’t talking/playing with ... but I want you to .....
- Ensuring we give ‘take-up time’ and opportunities to comply with a request or to cool down.
- Managing assertively with clear communication, use ‘I statements’ for example ‘(name) I need you to sit down’.
- If relevant, describe your own emotions simply for example ‘I feel sad/happy/ disappointed’.
- Warning of ‘Timeout’ then count backwards, 3, 2, 1.

## Many of these strategies are also highly effective when used alongside Consequences

### Consequences

St Saviour’s RC School has a **hierarchy of consequences** which is discussed with parents/carers and children. Responses need to be clear and predictable, whilst also taking into account the nature of the rule-breaking.

Parent/carers should be contacted at several stages of the process. Class teachers have a responsibility to discuss concerns with parents/carers at the earliest appropriate opportunity and ensure regular feedback.

- Warning
- In class brief ‘Time Out (i.e. 2 minutes)
- Missing the start of play for one minute (and follow-up two minute behaviour conference)
- Missing play (this needs to be supervised by another adult and is an opportunity for the child to complete a **Reflection Sheet**).
- ‘Time Out’ in parallel class with work/Reflection sheet.
- Referral to other adult. Monitoring pupil behaviour. **Completion of SLT Communication Sheet**
- Contact parent/carer by letter/phone/meet with parents
- Individual behaviour planning and referral to SENCO. This will involve more detailed recording and use of behaviour books/serious incident sheets.
- Generally, the SLT are requested to come to class rather than sending pupils out, except in an emergency. Use the phone or emergency card or, occasionally send an accompanied child to the office with a communication sheet.

## Exclusions from School

Only the Headteacher (or Deputy Head in the Head's absence) can make the decision to exclude a child from school. The Good Shepherd School follows the LEA Guidelines on exclusion.

Exclusion is the final consequence when all other options to support a child have been tried and have not yet succeeded or when a particularly disruptive or violent incident has taken place. Exclusion has two forms:

- Fixed term between 1 and 45 days
- Permanent

### Fixed Term Exclusion

Children **may be** excluded for such incidents as:-

- repeated fighting with other pupils
- assaulting a member of staff
- acts of deliberate serious damage to school property
- behaviour which causes a danger to their health and safety or that of others
- repeated swearing at members of staff

The parent/carer is always contacted. The Chair of Governors is notified, as well as the LEA. Work has to be provided by the school for the child to complete at home. All parents/carers are offered an appointment either on the child's first day back at school, or as soon as possible after the exclusion. It is vital to ensure parents/carers and the school are working together to support children's needs and to plan a programme for support where appropriate, for example a Pastoral Support Plan.

### Permanent Exclusion

Children may only be excluded for 45 days in any school year. There are times when the Headteacher may consider a permanent exclusion. If this happens, the parent/carer is informed and invited to attend a Disciplinary Panel of Governors. The Panel hears the reasons why the school wants the child to be permanently excluded and the parent/carer has an opportunity to put their views. The Panel takes advice from the LEA representative and makes a decision whether to uphold the Headteacher's decision.

Signed ..... **Headteacher**

Signed ..... **Chair of Governors**

## Appendix 1

### Strategies for Managing Challenging Behaviours and Situations where Children are Angry

- We may need to change our perceptions – put ourselves in their shoes, not take it personally, stay calm and assertive.
- In the early stages of an incident building, we may be able to remove the trigger or deal with the underlying cause.
- Strategies to stay calm ‘on the spot’ are to use : taking deep breaths, slowing down, dropping shoulders, controlling own voice, counting back from 5.
- Once an incident has built up, it is still possible to defuse the situation and prevent it from reaching a crisis point. Body language which helps to defuse includes : a calm and quiet demeanour, respecting the personal space of the individual, using low, open –handed gestures. It is important to be aware of our body position and height in relation to the child/ren.
- Assess the situation before intervening.
- Use simple repetitive statements to project empathy and reassurance such as ‘Its all right, it’s OK’.
- Only once an emotional bridge is established is it possible to begin to take control by making suggestions about what could happen next. Remember to stay in tune with what the emotionally aroused person is experiencing.
- During the brief peak of crisis during an incident, we must protect those involved; we should avoid using restraint unless the person is endangering themselves as we can escalate and prolong the crisis point by our action.
- It takes time for a child to calm. Only after the child or young person has calmed down completely is it possible to teach coping strategies to prevent the incident reoccurring.
- Effective teamwork to manage violent incidents. Tell pupil onlookers to leave, one supporting adult remains. One adult takes the lead role. This helps to reduce escalation/reduce prolonging of crisis point.

### Children Experiencing Emotional, Behavioural and Social Difficulties (EBSD)

- We understand some children experience difficulties in school
- We need to offer patience, support and above all consistent and fair treatment
- We have a strong emphasis upon involving parents/carers at the earliest opportunity
- We need to balance consistency across the school with differentiated approach to behaviour management

Just as we offer additional support for learning needs, we may need to offer additional take up time, space, additional and re-phrased directions, and positive feedback for **progress**.

The SEN graduated approach is used and referral as appropriate, to promote parental and external agency support, clear planning for example, Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) to support removing barriers to learning and inclusion within school. Sudden changes in behaviour need to be recognised and communicated with SMT/SENCO.

We currently provided in school support through: Special Support Assistants, School Counsellor; Learning Mentor; Music Therapist. We also refer to a range of agencies (See Appendix 1).

## Strategies for Individual Pupil Behaviour Conferencing

- Make discussions private – not in front of other children
- Use the PNP sandwich (positive, negative, positive), for example 'I am really pleased with the way you did this ..... yesterday, I notice there is a problem with .... This is what you need to do ..' (or ask what they think they need to do), and close with a positive statement, for example 'I know you can do ... this'.
- Remember to give pupils reminders, prompts and praise to follow up behaviour conference
- Ensure the child is secure in knowing our commitment to the well-being – tell the child you care

## Supporting children resolving conflicts/sorts out their own difficulties

We want the children at *St Saviour's RC Primary School* to move towards independence in resolving the inevitable conflicts which arise. However, we must take responsibility for teaching the children and modelling strategies for doing this, in order to reach a positive outcome.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, threats, swearing or name calling.

The others listen with no interruptions. They are encouraged to maintain focus. Each child has a turn to say:-

1. What the other(s) has/have done to upset them.
2. How they feel about it
3. How they would like them to behave in the future

No-one is allowed to interrupt or argue. They go on taking turns until everyone has finished.

**If the children cannot resolve the conflict after a reasonable time, then the adult may decide to make a judgement and take appropriate action.**

## Working with Parents

Don't give permission for bullying by saying:-

- You must have done something to deserve it
- Go and hit him/her back
- Don't be a wimp
- Boys will by boys
- It will sort itself out
- It is part of growing up
- Got to take it like a man
- Must learn to look after themselves
- Don't tell tales (if it proves to be a consistent complaint)

## Formal Procedure for Complaints For All Staff

1. All complaints go to Class Teacher, Deputy Head and Headteacher
2. Record all incidents and discussion with all children involved
3. Involve parents and explain action taken, why and what they can do to reinforce and support.
4. Send report to parents.

### If further Action is Required

1. Report to Governors
2. Official Complaints Procedure

### Informal Procedure

1. Stress that watching and doing nothing is supporting
2. Be aware and tackle any racist or sexist language, i.e. Equal Opportunities Policy
3. Give support to both victim and bully. Victim needs self-esteem and self value. Bully needs to work with others (co-operation rather than competition). Do not bully the bully – find out why they are bullying
4. Reward non-retaliatory behaviour in school
5. Follow up, to support victim and prevent re-occurrence
6. Make clear to parent unacceptability of bullying, i.e. no 'hit him/her back' attitude
7. Use peer group pressure and approbation and disapproval (Behaviour Policy)
8. Help children to see other point of view "how would you feel if ....?" Make them aware of newcomers/loners or shy children.
9. Inservice training/discussion/staff conferences

### Restraint

#### Child and Staff Protection when dealing with Violent/Disruptive Behaviour

The **Education Act 1996** forbids **corporal punishment**.

**No** physical punishment is permitted in school.

The Education Act 1996 Section 55QA clarifies the powers of school staff ( and those empowered by the Headteacher for a specific time for example, accompanying a school outing), to use reasonable force in self defence or to control and restrain children to prevent them from or continuing to commit a crime, cause injury or damage or cause serious disruption, when they have control or charge of children.

All staff have a duty to intervene when children are putting themselves or others at risk in the manner in which a reasonable parent would do. This may involve a verbal or physical intervention or sending for help.

The Headteacher/Deputy are informed of serious incidents.

Staff should tell the child to stop. Staff should continue communicating calmly throughout the incident and should make it clear that physical contact or restraint will stop "when the child is ready" as soon as the situation is safe.

#### Staff should keep calm, have a measured approach and use the minimum force necessary

There is a wide variety of situations in which reasonable force might be appropriate.

- Where there is a developing risk of injury, or significant damage to property
- Where a child is behaving in a seriously disruptive or aggressive way and refusing to follow the adult instruction to stop.
- Where action is necessary in self defence or because there is an imminent risk of injury.

*Physical intervention can take several forms:-*

Physically interposing between children, blocking a child's path, holding, leading by the hand or arm, shepherding a child away by placing a hand in the centre of the back. The use of restrictive holds requires training which needs to be regularly updated. Staff need to be aware of the seriousness, potential danger and accountability of the use of restrictive holds.

Staff should **not** hold a child around the neck or in any way that might restrict their ability to breathe. Staff should not restrain on stairways or physically make a child move any significant distance. Staff should never drag children. Staff need to be aware of the vulnerability of young bones.

Where the risk is not urgent, for example, when a child is disruptive and there is not direct risk to people or property, staff will deal with the situation through other strategies. See strategies for managing challenging behaviours and pupils when angry.

It is important to use language (and body language) before any physical intervention. Talking to the child quietly throughout the process of encouraging the child to regain self control is important.

If in any doubt contact SLT. It is better to seek assistance before the situation escalates.

## Recording

Incidents of exceptional circumstance where staff have had to use physical force will be recorded and the Headteacher informed (Serious Incident Sheets should be used for this purpose). It will be necessary to inform parents of a serious incident and to allow an opportunity to discuss it. Incidents where injury has occurred to the child or adult should be recorded in the Accident Report Book, in the school office, and the parent should be notified of both.

Records of incidents should include the following information:-

- The name(s) of the pupil(s) involved
- When and where the incident took place
- Why the use of force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- The pupil's response
- The outcome of the incident
- A description of any injuries suffered by the pupil or others and/or any property damaged during the incident
- Details from witnesses

Where the school is aware that a child is likely to behave in a way that may require physical control or restraint it will plan responses and involve the parent in this is possible. For some children we recognise that physical contact is particularly unwelcome, because of their cultural back ground or history of abuse. We aim to deal sensitively with these children.

Signed ..... **Headteacher**

Signed ..... **Chair of Governors**

## Appendix 2

### St Saviour's RC Primary School Behaviour Recording Communication

Class Teacher / Support Staff / Management Team

Pupil Name ..... Class ..... Day ..... Time .....

#### Issue

- Refusal to work
- Physical/hurting other child
- Verbal abuse
- Physical / verbal abuse to teacher
- Other difficulty / issue .....

#### Teacher/Adult Strategies

I have:

- worked at re-focusing pupil on appropriate work
- used non-verbal strategies and prompts
- talked with/listened to pupil(s) re: issue
- given pupil a sanction – In class brief "Time Out"
- given and supervised sanction to miss part of play
- given pupil sanction in parallel class .....
- given sanction to miss whole play (supervised by .....) )
- referred to MST/Learning Mentor/Senior SEN
- completed Incident Sheet/Serious Incident/Racist Incident Sheet
- referred to Deputy Head/Headteacher

#### Management Team Response

- talked to pupil re: issue
- given pupil a Reflection sheet
- completed Serious Incident/Racist Incident Sheet
- contacted parent/carer by letter/phone
- given pupil a further sanction .....
- asked class teacher to monitor pupil behaviours for..... days
- other .....

#### Future Action

- make a referral to .....
- make an appointment to see parent/carer
- report progress to .....

#### Management Notes:

Signed.....

Date.....