



Behaviour Policy (including restraint)

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Document Change History

| Version | Author | Date | Change Details |
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| 2.0 | SW | 14 th July 2023 | No changes required |
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Purpose

Children want to be happy and they intrinsically want to please and do well. Behaviour at Hollesley and Waldringfield Primary Schools is generally good. Our overall aim is to create a happy and supportive environment for all children, which will enable them to learn effectively, produce their best work and fulfil their potential. We endeavour to model exemplary behaviour and to discuss behaviour with children in the first instance. Excellent standards of behaviour and how to interact with others, prepares children for their wider lives within our society and prepares them to be global citizens.

This document outlines ways in which this overall aim can be achieved and ensures consistency of approach throughout the school.

The school takes seriously its responsibilities to care for, protect and nurture pupils who attend the school. This means that the schools will take the steps considered necessary in order to:

- Protect pupils from harm;
- Provide a safe environment in which all children can develop to their potential;
- Ensure that pupils understand the need for, and respond to clearly defined limits which govern behaviour in school.

We will encourage children to behave appropriately by taking responsibility for their own behaviour. Our aim is that all children enjoy a happy, safe, pleasant environment in which each individual is respected and valued as a member of the school community.

This will be achieved through:

- Expecting that **all** members of the school community work together to create a positive environment by showing respect and care for each other and the environment, and adults model the behaviour and attitudes expected from the pupils.
- Giving pupils the skills, rewards and encouragement to make appropriate choices regarding their behaviour and actions.
- Recognising, accommodating and supporting the needs of all individuals
- Offering support alongside clear boundaries and consistent consequences for inappropriate behaviour.
- Working in partnership with parents/carers and external agencies.

Staff have a responsibility to act at all times, in a manner which reflects positively on their professional status and which at no time oppresses, demeans, humiliates or abuses the pupils with whom they work.

The SEND Code of Practice looks at ways in which a school can ensure pupils with challenging behaviour are included in mainstream settings in paragraph 9.92.

These include:

- *Teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress*
- *Using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers*
- *Drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation*

Equal Opportunities

This policy conforms to the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. We recognise our legal duty to make reasonable adjustments for disabled children, or those with Special Educational Needs.

Process

The following groups from the school community have been involved in the formulation of this policy: all school staff, governing body, children and parents.

Aims

- To develop respect for others and themselves.
- To develop respect for the school's and other people's property.
- To encourage children to consider their own actions and how these effect others.
- To encourage tolerance of the views and needs of others.
- To develop respect and tolerance for one another in and outside school.
- To encourage an increasing amount of self discipline.
- To develop a sense of responsibility.

Principles

- To encourage positive ways of developing good behaviour. Everyone in the school has the right to enjoy the full education programme provided without hindrance through the poor behaviour of others.
- To ensure consistency and fairness throughout the school.
- To make sure that good behaviour is encouraged through example and praise.
- To ensure the policy is implemented.
- To ensure a safe environment in which children can work.
- To avoid incidents of poor behaviour and bullying
- To address issues quickly and fairly.

Our Golden Rules

In our school:

- We think about others
- We try our best
- We keep each other safe
- We are kind and helpful
- We look after property
- We listen to people
- We take pride in all that we do

Strategies to ensure high standards of behaviour

- Every member of staff should take responsibility for enforcing the policy fairly and consistently
- All parents and pupils will be asked to sign a Home/School Agreement every year
- Children are encouraged to feel responsibility for and ownership of their school through weekly School Council meetings and monitoring duties throughout the school
- Quality displays encourage the children to take pride in their work and create a positive learning environment that everyone can be proud of
- Award assemblies are held every week to celebrate individual pupil achievement
- Close staff supervision at all times- in the classrooms and on the playground
- Children feel safe and comfortable speaking to adults if issues arise
- Headteacher assemblies are linked to the Golden Rules

Methods

Encouraging good behaviour and rewarding effort.

- We use praise. Specific, verbal praise, written feedback, facial expressions all affirming behaviour.
- Star/Star/Acorn Awards are given primarily for classroom behaviour or to reward class/home work
10 Star/Acorn Awards= Bronze Certificate in assembly and a team token.
20 Star/Acorn Awards= Silver Certificate in assembly and a 2 team tokens
50 Star/Acorn Awards = Gold Certificate in assembly and a 3 team tokens
75 Star/Acorn Awards= Platinum Certificate in assembly and a 4 team tokens + £5 voucher
100 Star/Acorn Awards= Diamond Certificate in assembly and a 5 team tokens + £10 voucher

- Token Tubes

Rewarding children and working towards a shared goal is central to our school and is central to celebrating our good behaviour. There are four team token boxes. Whenever a child receives a golden ticket or token they put a team token in the appropriate team token box. At the end of the term the winning team receives a reward. The children are allocated a team (family group) they stay in this team throughout their time at Hollesley and Waldringfield.

- Golden Token/Ticket

When a member of staff notices a child exhibiting a Golden Rule, they give that child a Golden Token/Ticket. The child takes the Golden Ticket to the Headteacher who exchanges it for a token (Waldringfield). The token is then deposited into the team tube/container

- Golden Time

Golden Time will take place on a Friday afternoon after the celebration assembly. Class teachers will keep a record of any minutes lost on a display in their classroom. Children lose 5 minutes of Golden Time if they are not behaving in line with our Golden Rules.

Consequences

If lapses of good behaviour do occur, we feel it is important to have a recognised system, which identifies levels of sanction to be used. These are as follows:

- **Stage 0**

Verbal reminder to the child that their behaviour needs to change (Specific reason given). If they are spoken to again it will be a warning

- **Stage 1**

Warning has been given

Removal of part of play/lunchtime

- **Stage 2**

Stage 1 repeated

5 mins off Golden Time
Time out of classroom

- **Stage 3**

Stage 2 repeated

Parents telephoned
HT to meet with parents
Internal exclusion

- **Stage 4**

Stage 3 repeated

Child sent to headteacher
Placed on report card
Behaviour plan
PSP
Meeting with parents
Fixed Term Exclusion

Any behaviour incident that warrants stage 3 and above is recorded on a behaviour incident report form (appendix 2).

Parental Contribution

Although parental involvement is mentioned above, the contribution made by parents to a child's behaviour cannot be overemphasised. As a school, we believe strongly in developing a close partnership between parents and staff for the good of the children. As part of this partnership, as professionals we strive to ensure that all of our dealings with parents are calm and constructive. Parents will gain most from our help when they commit themselves to the same approach.

Responsibility

The Headteacher has overall responsibility for the day to day implementation of the Behaviour Policy and for the Safeguarding of all children. The Headteacher would deal with more serious problems which occur in class or outside. All staff should liaise with the Headteacher over any problems, regarding behaviour and safeguarding.

Exclusions

At Hollesley and Waldringfield, we follow the exclusions policy suggested by Suffolk Local Authority.

Extremely serious incidents which could lead to exclusion

Exclusion is used as a last resort when all other channels have been exhausted and all school levels of sanction have been tried.

It will be considered:

- When a child puts themselves or others at risk of physical harm;
- Vandalism of school property
- In circumstances of continuous serious misbehaviour which jeopardise the learning and well being of others.

Fixed term exclusion

The Headteacher has the power to exclude the child for up to 15 days. If the period is for more than five days the Headteacher will inform the LA.

Parents will be informed by phone if possible and in writing. An appointment to resolve the matter will also be arranged at the same time. Parents will be informed of their rights to make representation to the governing body and LA. The school may wish to establish a Home/School Agreement for re-admission into the school.

The chair of governors will be informed of all exclusions on the day or following day of an exclusion. For exclusions of more than five days the governing body reserves the right to reinstate a pupil.

Permanent exclusion

Where a child is to be permanently excluded the parents will be informed in detail of the reasons for exclusion. Parents will also be informed of their rights to make representation to the LA and/or chair of governors.

The Headteacher will notify the LA and governing body. A governors meeting will be held to confirm the decision or reinstate a pupil.

Parents will be informed of their right to appeal.

Use of reasonable force to restrain pupils

Restraining pupils is used as a last resort. Other pupils (where possible) will have been removed from the situation. Restraining pupils is only used when they are putting themselves or others at a risk of physical harm or they are destroying school property. There is no legal definition of **reasonable force**, but three criteria are established for guidance:

- If the circumstances of the particular incident warranted it.
- The degree of force must be in proportion to the circumstances.
- The age, understanding and sex of the pupil.

Minimum force only should be used and never as a punishment. A member of staff should only restrain a pupil when at least one other member of staff is present.

Physical intervention can take a number of forms, for example:

- Physically interposing between pupils;
- Standing in the way of a pupil;
- Holding;
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back;
- In extreme cases, more restrictive holds might be used - in dealing with incidents staff will employ the "school safe" training model.

All incidents when restraint is used must be recorded as soon as possible. The following information (as a minimum) should be detailed on an incident sheet or book together with written statements of witnesses:

- Names of pupils involved;
- The time of the incident;
- The place where the incident occurred;
- Details of what happened
- The names of staff or other authorised adults involved.

Where the incident has been prolonged or where considerable force has been used the following details should also be recorded:

- Names of all witnesses, pupils and adults;
- Signed witness statements;
- The reason for force being used;
- A description of the way in which the incident developed;
- The pupil's response;
- Details of the outcomes of the incident including injuries and damage.

Teachers and other approved staff (ie authorised by the Headteacher to have control or charge of pupils) will have a legal right to use reasonable force to prevent a pupil from:

- Committing an offence;
- Injuring themselves or others;
- Damaging property.

Please also refer to more detailed guidance and procedure under the heading **Exceptional Circumstances: Care & Control (including the use of Reasonable Force, Positive Handling and Physical Control/Restraint)** on page 12 of this document.

Bullying

Definition

A pupil is being bullied, or picked on when he/she has to put up with repeated and ongoing incidents of physical and/or verbal abuse from another pupil or group of pupils. This includes when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, cyber bullying or alienation. .

These things can happen and it is difficult for the pupil being bullied to defend himself or herself. It is also bullying when a pupil is teased repeatedly this can occur online (through social media) or in person.

Identifying bullying

- All staff are vigilant in the classroom and at break times
- Information from parents/children.
- Staff awareness of changes in pupil behaviour, work, mood and attitude.
- Witnessing physical/verbal abuse.

Strategies to combat bullying

- Positive input from all staff.
- Centralised record of significant incidents in order to detect patterns and identify bullies/victims.
- Structured playtime activities.
- Reinforce school philosophy regarding the treatment of others after an incident has occurred.
- Encourage a respect for others and value their personal space.
- Reinforce and praise positive behaviour patterns.
- Planned PSHE assemblies discussing the theme.
- Visits from charities and organisations to address the theme
- Ongoing communication with parents

Investigating incidents

Bullying and other serious incidents need to be investigated as soon as reasonably possible and should be recorded by the Headteacher.

The Headteacher should be informed immediately of any serious incidents.

1. All children involved in the investigation are supported and treated with respect and care throughout the process
2. Children need to be given time to explain the incident in a quiet and calm atmosphere.
3. Children, if possible, should write down what has happened or the teacher record details.
4. They need time to respond to further accusations or remembering other incidents.
5. All information needs to be collected together (Appendix 2) and considered before further action is taken.
6. All relevant parents (both victim and the perpetrator's) should be informed of the incident and the action to be taken.

Victim/perpetrator record forms completed via formal interview.

Inclusion and Equality

There are many factors that can lead to a child exhibiting challenging behaviours. These include Attachment Disorders, Autistic Spectrum Disorders, Oppositional Defiant Disorder (ODD); Conduct Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Foetal Alcohol Spectrum Disorders (FASD). Bullying can also impact on a child's behaviour and must be taken extremely seriously. Out of school factors, such as marital breakdown, bereavement, historic factors and abuse may cause a change in behaviour.

Individual children with Social, Emotional & Mental Health (SEMH) difficulties may require a very individualised approach to managing their behaviour. This may seem "unfair" to some adults and children, but it is a legal requirement under the Disability Discrimination Act that all members of staff make "**reasonable adjustments**" to ensure an inclusive approach is developed in their classrooms and in the school as a whole.

For example, this may mean that a teacher does not immediately invoke consequences if a child shouts out in class, as this can be perceived as antagonistic by the child and lead to an escalation of the inappropriate behaviour. Strategies may instead include ignoring, proximity praise, use of a "take a break" card; instant rewards for appropriate behaviour, etc.

Similarly, some children (and adults) find it very difficult to listen without "fiddling" or doodling. Rather than constantly reprimanding a child for tapping a pencil or playing with the Velcro on their shoe, we will try giving them an object to help them manage their sensory needs.

In most cases we will support other children to understand that not all children have the same rules and consequences as everybody has different needs.

Alternative strategies should form the basis of a Pupil Passport; this should be agreed with the Headteacher, teacher(s), teaching assistants, child and parents.

All staff must adhere to these key skills and strategies in guiding behaviour:

The language we use and the way we speak to children:

We keep calm and remain positive and confident. We use our language carefully to ensure consistency. Manage your own behaviour: keep your language calm, rational and at a low level. Use modelling; we need to model play, language, sharing and how to handle difficult situations. Plan for good behaviour. Establish simple rules. Teach expectations – be clear. Catch the good. Make examples of good behaviour. Give descriptive feedback. Be positive – focus on what you want. Describe the behaviour you want. Give choices. Separate behaviour from the child. The behaviour is unacceptable, not the child. Re-direct when you can. Distract the child away from the problem. Be clear with instructions and be prepared to repeat them. Get close, lower your voice, and speak directly. Use the child's name first.

Specific Praise: This is a very easy and effective strategy, stopping the child only receiving attention when something goes wrong and the child only receiving negative feedback from adults. Research shows that when adult interaction is 75% positive it has the most beneficial impact. Tip: remember the 'hand' rule – 4 positive comments to 1 negative. Encourage acceptable behaviour not only with the child concerned but with all the children, but avoid making comparisons. Give children lots of descriptive praise/feedback when they have worked as a group without any incidents. Give the child praise when they have shared activities or toys. Praise acceptable behaviour by giving descriptive feedback to the child. For example, "Well done you have kept all of your letters on the line" Praise the child using non-verbal communication – smiles, thumbs up, high five! Keep a positive diary to share with parents/carers. Encourage 2-way 'good news' sharing.

Ignoring the unacceptable behaviour / selective attention: Can the behaviour be ignored? For example, if it is not disruptive or harmful to themselves or other children. If the behaviour is attention seeking, you could be reinforcing unacceptable behaviour by paying attention to it. The class teacher should carry on teaching and when possible remove the child (or the class). Teachers to alert Headteacher or Deputy Headteacher, who will then check periodically and ensure the child is safe.

Distracting the child away from the unacceptable behaviour: It can be possible to anticipate unacceptable behaviour or to intervene swiftly once it starts to occur. For example, "Come outside and....." just before the child throws a chair across the room. Use an excited tone to motivate the child to come and see/do something different. At all times we try to minimise the disruption for the other children and the learning environment.

Supporting the child to manage their feelings: Supporting the child to remove themselves from the situation can take the heat out of the problem and gives the child time to calm down. For example: State what has happened and acknowledge the child's feelings. Help the child who has demonstrated unacceptable behaviour to find a place away from the situation or remove the other children. Provide discreet adult support to ensure the children are safe. Allow time for the child to regain control (the emphasis is on helping the child to become calm and not a punishment). Once the child is calm, praise for demonstrating acceptable behaviour. Support the child to choose appropriate activities. Plan to focus on building the child's skills to manage their behaviour e.g. taking turns.

Offer choices: If a child is offered a choice they will feel like they still have some control and are more likely to respond to your request rather than give a blanket refusal. The choices given can all be things you want the child to do i.e. they are 'forced choices' (I need you to sit down. Will you choose the blue or the red cushion?) Choices can be used as a distraction method, offering the child something you know they really like BEFORE the behaviour becomes unacceptable, for example "XXXX, can give one of the trains back to xxxx or you can come and paint with me". If unacceptable behaviour has occurred, use choice as a way of leaving the child with some feeling of control but direct them to something you want them to do.

Helping children to resolve conflicts: Approach calmly and stay neutral. Prepare yourself for a positive outcome. Acknowledge feelings (e.g. you seem angry/sad/upset/ very upset). Give children time for their feelings to subside, and then let them know that you think that they can work out a way to solve the problem. What do they want? Listen carefully to each child's details and needs; they are the key to finding the solution. Identify the problem. Restate the problem and check that both children agree. Help the children to find solutions/ make plans and choose one together. Give follow-up support if required. Check with each child that the problem has been resolved.

Teaching and rewarding alternative behaviour: This is achieved by teaching children acceptable behaviour. For example: Pushing or poking to light touch on shoulder, Snatching things to making polite requests.

Change the adult: This enables staff to work as a team; to relieve pressure on individuals and to give a consistent message about expectations. We don't apportion blame to adults for example "Mrs XXX says you can't sit there", instead say "We don't want you to sit there because you are in the way of the door"

If unacceptable behaviour linked to particular times of the session: Have a few simple rules and routines. Be consistent in making sure they are kept and, where appropriate, demonstrate. State and demonstrate what you expect clearly. For example, "XXXX, water stays in the water tray, you can use this jug to pour it". Make sure all children are aware of when an activity is due to change using verbal, visual and/or auditory cues. Refer to a clear, consistent visual timetable.

Points to remember:

- Concentrate on one problem causing most concern.
- Define the problem clearly.
- Acknowledge the child's feelings, "I can see you are feeling.....".
- Be consistent, calm and clear about the message you are conveying.
- Provide more of what the child does well (refer to the positive diary/observations).
- Give strategies a chance.
- Have a few simple positive rules.
- Set the standards.

Exceptional Circumstances: Care & Control (including the use of Reasonable Force, Positive Handling and Physical Control/Restraint

Good personal and professional relationships between staff and pupils are vital to ensure 'Good Order' in our school. It is recognised that the majority of pupils in our school respond well to Positive Behaviour Management as practised by staff. This ensures the well-being and safety of all pupils and staff in school.

In all situations staff are expected to make every effort to de-escalate. De-escalation approaches and techniques may vary from pupil to pupil, and for some pupils these will be reflected within their Pupil Passport. Staff should use de-escalation techniques that are relevant to their role and appropriate for the situation. These will be guided by information ranging from the specific needs of specific children to age appropriate generic prompts to use in challenging situations, *for example: I notice that... I imagine that..., I wonder...*

Staff need to recognise when the best course of action is **not** to do or say anything but observe from an appropriate distance and keep the level of risk under constant consideration.

In exceptional circumstances and where de-escalation strategies have been unsuccessful, reasonable force may be required. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at immediate risk.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (see section 93 *Education and Inspections Act 2006*).
- This power applies to any member of staff at the school.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Schools cannot:

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

Physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Definitions:

- **Reasonable Force** means using no more force than is necessary in the circumstances.
- **Physical Intervention** - this may be used to divert a pupil away from a destructive or disruptive action, for example:
 - passive physical intervention e.g. blocking the way, or
 - active physical intervention such as escorting a pupil by the arm or guiding/leading a pupil by the hand, arm or shoulder with little or no force
- **Physical Control/Restraint** is when a pupil is held physically to prevent them from harming themselves, harming others or damaging property.

Risk Assessment:

All adults in school have a legal power to use reasonable force but will need to make a dynamic risk assessment as to what the preferred response should be for any particular situation.

In the vast majority of situations, if control techniques are required, a trained person will be called. In any event and particularly when a trained member of staff is not available, staff must be able to use their professional judgement in these very difficult situations, which are likely to demand split-second decision making. Such decisions are called dynamic risk assessments and staff should refer to them in any post incident reports. They should explain which options were available and why they chose one in preference to another. In an emergency situation the dynamic risk assessment may include a judgement of the capacity of a young person at that moment to make a safe choice. During any incident requiring physical control/restraint, the adult must continue to monitor the hold(s) being used and the breathing and well-being of the child. Any restraints used should be for the least amount of time and using the least amount of force required to maintain the safety and well-being of all concerned. After the restraint, the well-being of the child should be monitored and the child supported. When time allows, any planned action to restrain a child should be based on a careful risk assessment centred on an understanding of the needs of the child (as set out in their Pupil Passport) and evidence about the risks the child faces. Many plans are in effect risk assessments. Any use of restraint carries risks. These need to be balanced against the risks associated with other courses of action, including not taking any action at all. When people are prevented from doing one thing and do another instead, the resultant effects are called “substitution effects”. Risks associated with both applying and failing to apply physical restraint include causing physical injury, psychological trauma, distress and emotional disturbance.

Training in Physical Intervention Techniques

Some staff at Hollesley and Waldringfield Primary Schools s have been trained in the use of physical intervention techniques, wherever possible these techniques will be used for physical intervention and restraint.

Low Level Positive Supporting/Comfort Holds:

This may be used to divert a pupil away from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force e.g. prompting, escorting, guiding, support holding.

Restraint Restrictive Techniques:

Restraint means to hold back physically or to bring a pupil under control.

These techniques are detailed in BellsCroft Consultancy's *Physical Technique Manual*.

Recording the use of Physical Control/Restraint:

Where physical control/restraint has been used to manage a pupil a record of the incident must be completed (Appendix 3).

The Restraint Log will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and either the Headteacher or the Deputy Head. In the event of injury to the child or staff, a Health and Safety Accident/Incident Form will be completed.

Parents will be informed of the incident and the reason for the restraint.

Action After an Incident

A debrief will take place after the incident with the adults and children involved. The timing of this debrief will depend upon the severity and nature of the incident and the readiness of those involved to participate in this.

If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate policy/procedure:

- Health and Safety Policy
- Safeguarding Children Policy
- Staff Disciplinary Procedure
- School Behaviour Policy
- Complaints Policy

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Children who exhibit behaviours which require physical control/restraint on a regular basis, will require a Behaviour Support Plan and Pupil Passport, devised by staff which will detail measures to be taken to deal with the child's behaviour in the safest manner; this will be shared and agreed with the child and their family.

This can be incorporated into the child's EHC Plan (if applicable) and commented upon in the child's annual review.

Staff Rights

It must also be emphasised that staff also have a right to protection, and to be able to work in a safe environment. The following will therefore apply as part of this policy:

Staff who are hurt by a pupil should:

- a) Make a record of the incident on record form (See Appendix 3)
- b) Discuss the antecedents of the violence with the Headteacher;
- c) Be involved in any decision as to the consequences for the child;
- d) A risk assessment will be undertaken to reduce the likelihood of further incidents.

Any allegation made by a pupil or parent against a member of staff will be subject to the Local Authority's *Managing Allegations of Abuse Procedures*. All such allegations will be referred to the Local Authority Designated Officer. Staff will be entitled to union representation, if required.

Every effort will be made to ensure that all staff at Hollesley and Waldringfield Primary Schools :

- clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary;
- are provided with appropriate training to deal with these difficult situations.

All Physical Control/Restraint incidents must be on the restraint log form. The Restraint Log needs to be handwritten with numbered pages so that any necessary additions and alterations are transparent and easy to identify.

This restraint log will be scanned and attached onto My Concern.

Appendix 1

| What led up to it? Changing the Antecedents | Behaviour Changing the Behaviour | What happened next Changing the Consequences |
|--|---|--|
| <p>Avoid situations until you have taught the child how to cope with that situation.</p> <p>Use distraction – offer alternative activity.</p> <p>Ensure that instructions can be understood – be aware that noncompliance may indicate poor understanding of verbal instructions.</p> <p>Give clear rules/say what the rule is/show what behaviour you expect.</p> <p>Give an early warning of activity change. Support with visual clues e.g. sand timer. Have realistic expectations - age/stage appropriate</p> <p>Look at the environment. Does the layout/routine/range of equipment need adjusting/is there enough choice/do you need signing/symbols for communication?</p> <p>Offer choices, “You may do this or that”.</p> <p>Get full attention before giving directions. Cue individual children in first. E.g. say their name, use touch or a visual cue card</p> <p>Pre-empt with positive attention, or additional adult support.</p> <p>Add an element of fun/humour.</p> <p>Analyse observations: are there personality clashes/unacceptable noise levels/particular times in the session children find difficult. Liaise with parents; find out what the child’s specific triggers/ motivators are.</p> <p>Anticipate objects which may be thrown/used as weapons. Ensure these objects are inaccessible. Ensure that children are grouped with positive role models.</p> <p>Establish a signal to act as a reminder about behaviour Remove the threat of failure for the child. Take the risk yourself, try saying “I know this is difficult but let’s have a go together”.</p> <p>Rehearse situations, behaviours, reactions so the child is prepared</p> | <p>Divert and distract</p> <p>Teach alternative behaviour and give praise accordingly. E.g. asking for a toy instead of snatching</p> <p>State what you want, not what you don’t.</p> <p>Model positive behaviours. Use “I” messages which communicate adult feelings. Emphasise the effect of the behaviour and not the child. Provide additional adult support (particularly important with unsafe behaviour e.g. biting, when a child will need to be carefully monitored at least to the end of the session).</p> | <p>Give selective attention. Ignore “unacceptable” behaviour (where it is safe to do so), praise “acceptable” behaviour.</p> <p>Catch the child being good and praise. Be specific – e.g. good sitting.</p> <p>Comment on good role models for partner play, sharing, helping.</p> <p>Ignore and redirect. Pass no comment on the behaviour and suggest an alternative activity.</p> <p>Teach and reward alternative behaviours e.g. pushing to stroking</p> <p>Be absolutely consistent. At first, every incident of unacceptable behaviour needs dealing with, just as every example of acceptable behaviour needs encouraging.</p> <p>Enhance staff ratios, (particularly after unsafe behaviour such as biting).</p> |

Appendix 2 We now submit the information from this form onto My Concern

| | |
|----------|---------------------------|
| Name | Date and time of incident |
| Location | |

| Type of incident | | | |
|------------------|-----------------------------------|---|--|
| A | Continuous calling out | H | Refusal to work |
| B | Rude gestures | I | Defiance of staff |
| C | Aggressive behaviour | J | Rudeness |
| D | Swearing | K | Disturbing Others |
| E | Problems relating to other pupils | L | Vandalism |
| F | Bullying | M | Racist incident |
| G | Refusal to come in | O | Other serious incident (please describe) |
| | | | |

| |
|---------------------|
| Details of incident |
| Staff present |
| Pupil comment |

| | | |
|---------------------------------|--|-------------------------------|
| Member of staff completing form | | |
| Signature (and date) | | |
| Stage 1 | | Action taken by staff present |
| Removal of some play/lunchtime | | Initials |
| Referred to class teacher | | |

| | | |
|--------------------------------|--|-------------------------------|
| Stage 2 | | Action taken by class teacher |
| Verbal warning | | Initials |
| Removal of some play/lunchtime | | |
| Complete pupil comment | | |

| | | |
|-----------------------|--|-----------------------------|
| Stage 3 | | Action taken by Headteacher |
| Parents telephoned | | Initials |
| Meeting with parents | | |
| Letter sent home | | |
| Internal exclusion | | |
| Stage 4 | | Action taken by Headteacher |
| Placed on report card | | Initials |
| Behaviour Plan | | |
| PSP | | |
| Fixed term exclusion | | |
| Permanent exclusion | | |



Hollesley and Waldringfield Primary Schools



Record of Physical Intervention

| Details of incident | |
|--|-----------------------|
| Time and date of incident | Location |
| Name of staff member: | Name of child: |
| Witnesses and others present: | |
| Details of the pupil's behaviour and the level of risk presented at the time | |
| The reason that the use of force was necessary | |
| Details of the physical intervention: type, degree of force used, and duration | |
| Injuries, damage and/or distress sustained (if any), and any action taken as a result | |

| |
|---|
| |
| A representation of the sequence of events on a plan or diagram, if necessary |
| |
| Time and date parents were informed: |
| Details of any follow-up meetings with the child, their parents or external agencies |
| |

| |
|---|
| Headteacher's comments |
| |
| Any changes to provision or Risk Assessment/IEP? <i>(HT/SENDSCO to complete)</i> |
| |

| | |
|-----------------------|--|
| Signed (staff member) | |
| Date | |
| Signed (Headteacher) | |
| Date | |