



**St Peter & St Paul**  
CofE Primary School

# Behaviour and Discipline Policy

## 2017 - 2018

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	November 2017	Mr Mark Carlyle Head Teacher
Agreed by Governors:	November 2017	Mrs N Ford Chair of Governors
Lead:	Senior Leadership Team	
Review date:	November 2018	

### Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

# **Behaviour and Discipline Policy**

## **Rationale:**

The development of good personal behaviour is a fundamental part of the curriculum. The school attempts to nurture a positive attitude and develop the self-esteem of its pupils. We aim to work in partnership with the parents to help children understand the difference between right and wrong within the school community. We believe that children thrive on praise and encouragement, and every opportunity is taken to recognise and reward examples of good behaviour when they occur.

## **Aims of the Policy:**

- To provide guidance on expectations for pupil behaviour that is easily understood by all.
- To aid all staff in the positive management of behaviour.
- To encourage good order and appropriate behaviour throughout the school.
- To be clear and enforceable
- To foster positive attitudes to learning.

## **Aims of Behaviour Management within the School:**

- To encourage courtesy and consideration towards each other at all times, as set out in the Code of Conduct.
- To encourage self-discipline.
- To teach pupils to take responsibility for their own actions.
- To encourage honesty, fairness and politeness.
- To further develop an understanding of right and wrong.
- To maximise learning opportunities through an ordered and disciplined atmosphere.
- To develop a sense of community awareness and responsibility.

## **Principles of Behaviour Management:**

The school has a code of conduct that sets behavioural guidelines for pupils; these are regularly made explicit to the children through a set of classroom rules and extended into the playground, and the whole school environment.

Expectations of appropriate behaviour in lessons are regularly made explicit to the children; they are trained to behave safely in every situation. They are also given

guidelines for appropriate behaviour in the playground. A set of simple rules for classroom behaviour is on display in each classroom and is referred to regularly. There is a Code of Conduct, agreed by the whole school, on display. All rules are general, measurable and easy to adhere to as far as possible. Children are frequently reminded of the correct way to behave and care for each other.

### **Role of School Staff and Parents:**

Children are expected to behave according to school rules and it is the duty of all teachers, teaching assistants and midday supervisors to ensure that good behaviour is promoted. It is expected that parents uphold the school's behaviour principles and develop community awareness. Staff are expected to treat children with courtesy and to be a role model in engendering mutual respect. All staff must be aware of the need for consistency, fairness, respect and tolerance.

### **Attendance:**

Regular, punctual attendance is an important foundation for good behaviour and discipline. Parents are responsible for ensuring that there is a good pattern of attendance and punctuality, and are required to telephone or give formal notification by letter of the reason for their child's absence. If children are persistently late or absent a letter will be sent home to parents. A welfare officer will be informed if a letter does not rectify the situation.

### **Practice within the Classroom:**

Learning best takes place where pupils understand the need for appropriate behaviour. Teachers will have high expectations for good behaviour to enable all children to learn and the teacher to teach. Pupils are reminded of the rules when these have been breached. Individual praise is given for "on task" behaviour.

The procedure for dealing with poor behaviour is:

- The pupil receives a verbal warning explaining why the behaviour is not appropriate.
- If the poor behaviour continues, the pupil will move down the zone board.
- If the poor behaviour continues, the pupil will move to the red zone and the member of staff will decide on the appropriate consequence.

### **Playground Behaviour:**

Midday Supervisors are responsible for ensuring appropriate and safe playground behaviour at lunchtime.

The procedure for dealing with poor behaviour is:

- The pupil receives a verbal warning explaining why the behaviour is not appropriate.

- A yellow card warning may be given, where the pupil is reminded of what they are doing wrong and how this can be rectified. If the behaviour persists then a red card will be given
- In instances of serious poor behaviour – including physical or verbal aggression, refusal to follow instructions or swearing – a red card will be given. The member of staff on call will be summoned and the pupil accompanied indoors. The consequence of the red card is that they will miss the following two breaktimes/lunchtimes as a minimum

No children are allowed to be in the main building unsupervised unless going to the toilet.

### **Offensive and Inappropriate Language:**

The use of language to offend others will not be condoned. These incidents will be recorded in the behaviour book and parents may be informed. Depending on the severity of the incident, consequences may be imposed in line with this behaviour policy.

### **Liaison:**

The following procedures will be adhered to when dealing with pupil behaviour:

- Staff must consult the Head Teacher when behaviour causes concern.
- Parents will be consulted informally and will be kept informed of progress.
- In certain circumstances liaison with outside agencies will take place these may include:
  - L.A. Special Educational Needs and Disability Advisory Teacher.
  - Educational Psychologist.
  - L.A. Area Welfare Officer.

### **Rewards and Consequences:**

Rewards for following the behaviour rules include:

- Praise including verbal praise and encouragement (most usual),
- Written praise in books,
- Public commendations in assembly,
- Prominent display of good work, stickers or certificates of commendation, verbal praise in front of parents.
- Moves upward on the Zone Board System.

Unacceptable behaviour at school, when a pupil is off-site under the control of a member of staff, or beyond the school gate when a pupil brings the school's name into disrepute, will result in consequences.

Consequences for inappropriate behaviour include:

- Verbal reprimand
- Loss of 'free' time
- Confiscation of items
- Extra work
- Informing and/or asking for a meeting with parents
- Placing of the child 'on report'
- Withdrawal from school activities or resources
- Isolation
- Exclusion
- Permanent exclusion

More details of the specific consequences can be found in Appendix A.

It is the goal of the school to care for and educate all children. Very occasionally a pupil does not respond appropriately to our Code of Conduct and the behaviour support systems put in place to help them. This means that their own education is threatened as is that of other pupils. When the school is unable to meet the needs of such a pupil then more specialist help is sought and consideration will be given to finding the child a different environment.

When the Head Teacher excludes a pupil, the parents, Chair of Governors and the LA are informed immediately.

### **Behaviour which affects the safety of a child or other children:**

Teachers and staff will attempt to diffuse any severe disruptive situation but teachers and midday supervisors will use reasonable restraint if the safety of other children is compromised and a verbal command will not control the behaviour. Should an incident occur which results in injury to a pupil, the Head Teacher (or in her absence the Deputy Head) must be informed as soon as practicable. The Head Teacher will decide on the action to be taken.

At all times adults must remember that restraint is an act of care and control and not punishment.

Under the Education Act 1997, teachers and other approved staff have a legal right to use reasonable force to prevent a pupil from:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disrupting good order and discipline.

In the event of physical restraint being used the following criteria should be adhered to:

- Pupils should be warned orally that they will be restrained.
- Only the minimum force should be applied.
- A member of the senior staff will be summoned immediately by sending a child.
- Circumstances and justification for using restraint must be reported to the Head Teacher and recorded in the school log immediately after the incident.
- The school governors will be informed by the Head Teacher.

All staff have been 'Schoolsafe' trained.

**These persons are authorised to use physical restraint.**

- All permanent members of the teaching staff.
- The non-teaching staff listed below:
  1. Teaching Assistants
  2. Midday Supervisors
  3. Administration Staff

**It should be noted that after a child has displayed severe behaviour, it can take up to ten minutes for them to calm down and be able to reason. It is therefore essential that following an incident the pupil is given 10 minutes away from other pupils (e.g. standing by the wall) before the staff member discusses their behaviour with them.**

See Positive Handling Policy attached.

**Persistent Misbehaviour and Serious Disruption:**

Fighting, stealing, persistent disruption of lessons or disruptive playground play will not be tolerated. The Head Teacher and staff will discuss the problem after which parents will be contacted. Initially parents will be involved in informal discussions with the Head Teacher but if problems persist they will be recorded and placed on the child's file. Some problems

may require the help of an outside agency but parents' permission will always be requested beforehand.

The Head Teacher and governors can suspend pupils whose behaviour is consistently causing a nuisance or danger to others. This is not a decision that will be taken lightly and parents have the right to appeal.

The Head Teacher and governors can exclude pupils whose behaviour causes a danger to others.

### **Poor Behaviour Outside of School Grounds:**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Where a pupil is bullying another pupil out of school it will be dealt with by the school and will be subject to the procedures outlined in the anti-bullying policy.

The school may discipline a pupil for any misbehaviour:

- When the child is taking part in any school-organised activity
- When the child is travelling to or from school
- When the child is wearing the school uniform (or is identifiable as a pupil at the school by what the pupil wears)
- What the pupil says is likely to have repercussions for the orderly running of the school
- When the child's actions could adversely affect the reputation of the school.

If behaviour poses a threat to another pupil (beyond bullying) or member of the public then the person reporting the behaviour will be asked to report it to the police.

### **Bullying:**

Bullying takes many forms, not all of them easily apparent. All staff should be aware of procedures regarding bullying and if it is suspected to be taking place, or is reported to a member of staff, action will be taken in accordance with the school Anti-Bullying Policy.

### **Pastoral Care for School Staff Accused of Misconduct:**

In the case of misconduct allegations against school staff, the Head Teacher will draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' document when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Allegations of abuse must be taken seriously, but the school, supported by advice from the Local Authority Designated Officer (LADO), will ensure that allegations are dealt with quickly in a fair and consistent way that provides effective protection for the child, and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and to guard against unwanted publicity whilst an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to Local Authority Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher will consider whether any disciplinary action is appropriate against the pupil who made it. The police will be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil.

**Other Policies:**

This policy should be read in conjunction with other school policies including the school Anti-Bullying policy, Allegations of Abuse Against Staff policy, Attendance Policy, Exclusions Policy, School Single Equalities Policy, SEND Policy and Safeguarding Policy

**Period of Review:**

As a matter of routine the Behaviour policy will be reviewed annually. Any areas of concern will be discussed and the policy revised accordingly.

## Appendix A

### Consequences

*Any sanctions used must be reasonable and take into account the pupil's age, any special educational needs or disability they may have, any religious considerations and the provisions of the Equality Act 2010.*

#### What sanctions do we have?

##### 1. Verbal reprimand – delivered in a controlled and appropriate manner:

Warnings are given, and more than three warnings per lesson are recorded in the 'behaviour' file (and the Head Teacher is informed).

##### 2. Loss of 'free' time:

Teachers have a legal power to put pupils in detention. Keeping in at breaks, lunchtimes, after school and PD days. Although schools have the legal right to detain a pupil after the end of the school session without parental consent, 'special' circumstances must be taken into account – the child's age; any special needs; any religious requirements. The school must also take into account whether the parent can reasonably arrange for a child to get home from school after the detention however, it does not matter if these arrangements are inconvenient. After school detentions may only be imposed with the consent of a member of the Senior Leadership Team. All 'keeping in' / detentions must be supervised by a member of staff. (The Library should never be used as a punishment room.) Detentions may be of variable length dependent upon the severity of misbehaviour and should have a constructive purpose.

##### 3. Confiscation and Searching:

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

- a) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- b) Teachers have power to search without consent for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images

Further reporting to the appropriate authorities may need to occur when an incident involving prohibited items occurs.

Members of staff should decide when and if to return a confiscated item. However, in most cases confiscation is a sufficient sanction and return of the item at the end of the lesson, school session, or school day is adequate to reinforce the school rule. Items of value which a pupil should not have brought to school or has misused in some way, should be stored safely and securely (for eg. the school office) until a responsible adult family member can collect them. Usual practice is for items to be returned at the end of the day however, for items such as a mobile 'phone' or a dangerous item, parents will be contacted and asked to collect the item. Weapons and knives must always be handed over to the police. All confiscated items should be recorded.

#### **4. Extra Work:**

Either to be done in 'detention' or at home.

#### **5. Informing, and possibly 'calling in' parents at the appropriate time:**

This must be done with care so that a clear and convincing case is prepared to present to parents and enlist their support. Where behaviour is unacceptable during lunchtimes a parent can be requested to take the child home for the lunchtime period.

#### **6. The 'On Report' System:**

A good and effective sanction when used in conjunction with parental support. This should be used carefully and is most effective when there is good positive support from home.

#### **7. Withdrawal** - from school activities and/or resources.

#### **8. Isolation:**

The pupils required to work in isolation from his/her peers and parents are informed of the reason.

#### **9. Exclusion:**

Where a pupil is effectively banned from attending school for a fixed period - possibly up to a week in the first instance. This is reserved for the most serious offences involving moral misdemeanour, theft, verbal or physical abuse of staff and pupils. Only the Head Teacher, or a senior leader in his/her absence, may exclude a pupil.

#### **10. Permanent Exclusion:**

This is the final sanction. It is used only on very rare occasions.

## Positive Handling (Physical Restraint) Policy 2015-19

### Rationale:

Good personal and professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

### Aims:

St. Peter and St. Paul CofE Primary School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- Are provided with appropriate training to deal with these difficult situations. The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:
  - self – injuring
  - causing injury to others
  - committing a criminal offence
  - engaging in any behaviour prejudicial to maintaining good order and discipline at the school or
  - among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

### Liability:

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever

possible in order to prevent the need for physical intervention. Staff must be aware that they are responsible for:

- assessing risks related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

### **Definitions of Positive Handling:**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

### **Underpinning Values:**

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect IEPs to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to the clearly defined limits which govern behaviour in the school.

### **Use of Physical Handling:**

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's IEP / Risk Assessment in the first instance to manage an incident/challenging behaviour.
- If this was unsuccessful and the situation continues to escalate staff would then be expected to seek the help of other members of staff.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's:

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

There is also a gradual, graded system of response.

Where behavioural records and/or a risk assessment identify a need for a planned approach, plans (IEP) are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

### **Authorised Staff:**

All teachers, staff and the Head Teacher are authorised to have control or charge of pupils automatically. They have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance, 'The Use of Reasonable Force to Control and Restrain Pupils'.

Supply staff must ensure that they are familiar with this policy.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

## **Types of Physical Handling:**

### **1. Physical Contact**

Situations in which proper physical contact occur between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

### **2. Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

### **3. Physical Control / Restraint / Restrictive Physical Intervention**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Headteacher as soon as possible, and by the end of the school day at the latest.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint/RPI. Restraint is defined as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person’s free movement.

## **Types of Incident:**

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At St. Peter and St. Paul CEVAP School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament.

As the power to search should only be used where it is judged to be safe, if the school decides that a search may be necessary then the police would be called.

### **Positive Handling Strategies:**

#### **1. Time-Out**

This involves restricting the child's access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

#### **2. Withdrawal**

Which involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to

reduce their level of anxiety/distress. The arrangement of “quiet time” can be negotiated between the child and staff involved.

### **3. Planned Physical Intervention**

Any such intervention is described/outlined in the pupil's IEP/Risk Assessment. This should cover most interventions, as possible scenarios will be identified and planned for when the IEP is drawn up.

### **4. Emergency Physical Intervention**

May be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Reactions in an emergency, must be proportionate to the circumstances. Wherever possible assistance will be sought from another member of staff. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a risk assessment will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future.

### **5. Recovery**

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with special needs
- Time with a member of staff to debrief the incident

Positive Handling at St. Peter and St. Paul CEVAP School (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

### **Injury to the Child:**

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. We will always seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any such injury will be reported to the Headteacher and parents / carer.

Any of the staff trained in First Aid may be called upon to implement First Aid or alternatively further guidance may be sought, as necessary, in the event of an injury or physical distress arising as a result of a physical intervention.

## **Minimising the Need to Use Force:**

At St. Peter and St. Paul CofE School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour will be assigned a mentor who will work in partnership with the SENCO and class teacher, in supporting the IEP and associated behaviour targets.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development.

The ethos of the school promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'defusion' techniques to avert escalation of behaviour into violence or aggression.

## **Visits out of School:**

Our School Single Equalities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for pupils that may be a possible danger prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?

- How will you contact school to get extra help if necessary and how will you get back?

### **Safeguarding:**

It is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Head Teacher or Chair of Governors, in order to allow concerns to be addressed and practice improved.

The following documents will be taken into consideration:

- Staff or Pupil Disciplinary Procedures
- School Behaviour Policy
- Safeguarding Policy
- Exclusions Procedure - in the case of violence or assault against a member of staff this may be considered

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.

### **Health and Safety of Staff:**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' plans have a duty to report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. This information will be shared with other members of staff.

Following the above guidelines, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on an Accident Form.

### **Staff Training:**

It is the responsibility of the Head Teacher to ensure all staff understand the methods outlined in this policy. Annual updates and reviews will be undertaken. Any new member of staff will be asked to demonstrate their understanding of the policy as part of their induction training.

Keeping all staff up to date is important as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to

keep themselves and/or others safe. However, if staff are unable to support physically they are expected to support with de-escalation.

### **Staff Support Following Incidents:**

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical hold may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

At St. Peter and St. Paul CofE Primary School we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to support. This will be made available/supported through the Headteacher . Staff may also contact the Worklife Support Counselling Line.

### **Recording and Monitoring Incidents:**

Where physical control or restraint has been used, a record of the incident will be kept. This record should be kept in the Safeguarding file located in the Head Teacher's office. Appropriate documentation will be completed as soon as possible after the incident, prior to staff going off duty and be signed by all staff involved and the Head Teacher.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. Monitoring of incidents will take place on a regular basis (at least termly) and the results used to inform planning to meet individual pupil and school needs. The Head Teacher will present an annual summary of incidents that have involved the use of force to the Governing Body.

The Head Teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

### **Complaints:**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Where the nature of any complaint made by a pupil, parent or other person in relation to the use of physical hold within the school indicates that an allegation of mishandling by a member staff is warranted, the school's complaints policy will be followed. In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

**Law:**

The policy has been developed in response to The Education and Inspections Act 2006, Section 93, which reinforces and replaces previous guidance. It also takes account of joint guidance issued by the DfE and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

**Links to Other Policies:**

This policy should be read in conjunction with the School's Touch, Safeguarding, Behaviour and Intimate Care and Close Personal Contact policies.

**Period of Review:**

This policy will be reviewed every 4 years.

**Conclusion:**

The policy has been prepared for the support of all teaching and support staff, who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils.

## Document History

Version	Date	Comments
Issue 1	October 2015	Revised policy.
Issue 2	November 2016	Revised in line with County Guidance. Physical Handling (Restraint Policy) added as an appendix.
Issue 3	November 2017	Reviewed and approved