



**St John's C of E
Primary & Nursery School
Kingston**

**Behaviour
Management,
Discipline &
Exclusion**
(include Positive Handling)

The school community at St John's have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Revised: March 2018
Review: March 2020
Headteacher
Teaching & Learning Committee

Vision

Our vision is for our children, through the love of God, to respect and understand the Christian values and the beliefs of others. We ensure that our children are happy, successful learners who enjoy learning, make progress and achieve their full potential. Our Christian values will inspire our children, develop their resilience, confidence and enable them to achieve safe, healthy and fulfilling lives, becoming responsible citizens who make positive contributions to society.

Rights Respecting School

St John's School is working towards becoming a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practice aims to ensure that Children's rights are at the centre of life at St John's.



MISSION STATEMENT

St John's nurtures the educational, spiritual and moral development of all within its community, regardless of culture and belief. We foster in our pupils mutual respect and responsibility based on the core Christian values, and fulfil our school motto: "Believe Inspire Achieve".

Vision

Our vision is to ensure pupils become successful learners who: enjoy learning, make progress and achieve their full potential; are resilient, confident individuals who are able to live safe, healthy and fulfilling lives and become responsible citizens who make a positive contribution to society.

Aims and Objectives

- 1.1 Behaviour in school is a key issue in children's achievement. The involvement and support of us all in the school community and at home must underpin our expectations. The purpose of this policy is to clarify our aims for behaviour and discipline and to agree how best these can be achieved. This should be seen as part of our ethos as below:

Develop a set of moral values, attitudes and Christian beliefs based on reason, which lead to mutual understanding, care of the environment, self discipline and courtesy.

- 1.2 St John's aims that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of

the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Everyone at St John's will do their best to behave at all times with an awareness of and respect for other people and property.

- 1.3 St John's school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7 School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8 We recognise that for some children we will need to exercise a degree of patience in that there may be reasons why they cannot immediately work within the same boundaries as others do. For these children we will commit ourselves to helping them realise that by having common boundaries we can all live together harmoniously and that we can achieve our potential in all areas.
- 1.9 Within St John's we aim to develop self-discipline and encourage an attitude of personal responsibility and an awareness of the needs of others.
- 1.10 Children are given opportunities to make choices and to be accountable for them, to reflect upon behaviour and to exercise initiative and responsibility as appropriate given their age and stage of development.
- 8.4. We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- 8.5. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 8.6. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

Rewards and Sanctions (these are clearly explained to the children)

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers praise children explaining why
 - Teachers give children house points
 - Teachers give out stickers
 - Each week, we nominate two children to receive merits from the Headteacher

for consistent good work/behaviour, or to acknowledge outstanding effort or acts of kindness in school Those nominated for merits receives a sticker and a certificate in the school assembly

- School newsletter publishes the names of children gaining an Achievement Certificate from house points
- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work.
- At the end of each half term we award five pupils in each class with Headteacher's certificates.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. We invite all pupils to share with us their outside awards both in class and once a week in merit assembly.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we remove the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- Name on board – 3 ticks against name, behaviour logged on SIMs.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The child will be expected to continue with their learning with support provided out of class.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The class teacher discusses the school rules with each class at the start of a new school year. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time/whole class time and logs this in a behaviour log or on SIMS.

2.5 The school does not tolerate bullying/racism of any kind. If we discover that an act of bullying/racism or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate any of these behaviours, we do everything in our power to ensure that all children attend school free from fear. Any incidents of bullying/racism is logged in the Red Incidents File in main office and on SIMS (by the class teacher). HT is informed of any racist/bullying incidents. Incidents of bullying are logged termly with the local authority. See Anti-Bullying Policy.

- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The Role of the Class Teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in St John's school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or the Deputy Headteacher. Appropriate sanctions will be imposed.
- 3.5 The school liaises with external agencies, as necessary, to support and guide the progress of each child. The inclusion manager may, for example, discuss the needs of a child with the education social worker or the LA's pupil support service.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.7 Where there are concerns about the behaviour of a child the teaching staff will share these concerns with other teachers so that a consistent approach to dealing with this is agreed. All teachers will support each other in applying this policy and with sharing strategies which will help individual children.
- 3.8 Teachers will not directly refer any one behaviour incident to the Headteacher unless it is of such severity that it might have led to injury or serious upset for another child or adult. Teachers should only send a child straight to the Headteacher or the Deputy Headteacher in extreme circumstances.

The Role of the Headteacher

- 4.1 It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

- 4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- 4.5 When recurrent incidences of anti social behaviour are reported to the Headteacher she will firstly support the teacher in setting clear and transparent steps for pupils so that they know and understand outcomes and actions that will be taken if certain behaviours continue.
- 4.6 The Headteacher will contact parents and share steps and sanctions which have been agreed.
- 4.7 The Headteacher will work with the inclusion manager and any outside agencies needed to resolve antisocial behaviour and to alter behaviours which prevent academic and social success for any given child.
- 4.8 The Headteacher will always offer positive encouragement and positive rewards when children abide by rules which they had for some reason found difficult to follow previously.
- 4.9 The Headteacher will ensure the wellbeing of staff after any act of violence, giving respite where appropriate.
- 4.10 An apology may be sought depending on the situation and the pupil involved. This apology may well be written from home with support from the family.

The Role of Parents and Carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents and carers to support their child's learning, and to cooperate with the school expectations for behaviour. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.3 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem they should contact the school governors, a formal grievance or appeal process can be implemented if necessary.

The Role of Governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- 6.3 See 7.5 to 7.8 below.

Internal, Fixed-term and Permanent Exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the Guidance on Exclusion from School effective from 1st September 2012 given to us by Kingston Local Authority. These procedures are based on the guidance issued by the Dept for Education entitled "Exclusion from maintained schools, Academies and pupil referral units in England"
- 7.2 Fortunately exclusion is rare and it would always be our intention to use the SEN code of practice, SEN or vulnerable children procedures such as CAF (Common Assessment Framework) and Individual Behaviour Plans to support children who have significant behavioural and emotional difficulties.
- 7.3 Only the Headteacher (or the most senior teacher who is acting in that role) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.4 If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal, (see sample letter attached).
- 7.5 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.7 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 7.9 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Role of All Adults at St John's

- 8.1 When promoting positive behaviour, adults at St John's:
- Model good behaviour. They are polite, respectful and honest with each other.
 - Foster supportive relationships between children, parents and each other.
 - Make their expectations clear for both work and behaviour and show consistency in this so that pupils are not confused.

- Make lessons as interesting and interactive as possible so that pupils do not want to waste time.
- Focus on issues in a constructive way so that there are regular opportunities to discuss how and why things may have gone wrong and how we can avoid situations in the future.
- Be aware of the effect an adults mood may have on your pupils and children. Do not bring outside issues into the school community.
- Do not shout at or intimidate pupils or other adults in any way.
- Always listen to each other and do not act in haste.

8.2 Children will always be involved by:

- Drawing up and agreeing class rules
- Having clear and well-organised routines for things like wet breaks, tidying up, walking around the building, entering assemblies and greeting visitors.
- Providing regular opportunities to discuss peer behaviour e.g. circle time.
- Using the school council to alert the Headteacher or senior management of any incidences of perceived unfairness.
- Helping to keep the environment tidy and organised e.g., litter picks, eco projects.

8.3 Taking account of SEN, disability and the circumstances of other vulnerable pupils

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

8.4 Taking account of individual pupil needs

At St John's we take account of a range of individual pupil needs when developing and implementing our behaviour policy. We take account of pupils with special educational needs (SEN) or disabilities, but also of the needs within certain other groups defined by Ofsted as 'at risk' within the education system: minority ethnic and faith groups, travellers, asylum-seekers and refugees, pupils who need support to learn English as an additional language (EAL), children looked after by the local authority, sick children, young carers, children from families under stress, any other pupils at risk of disaffection and exclusion

For those children with SEMH needs and other SEND that present a barrier to achievement, support is provided through a graduated approach.

- Quality First Teaching
- Small Group Support
- 1:1 interventions
- Support from outside agencies
- All support should be recorded in a plan e.g. an Individual Education Plan (IEP) or Individual Behaviour Plan
- Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site.
- Time out is not a punishment. It should be a carefully planned explicit intervention. Consider the purpose and name the intervention based on what you hope to achieve e.g. Time In, Time Away, Reflection Time, Chill Out Time, Thinking Time.
- Pupils with SEMH and other SEND needs have access to other spaces away from the classroom when needed. At St John's these include Blue Bridge House, Chill Out room, Forest Area. These children may be supported on a 1:1 basis. Children are reintegrated back into the classroom as deemed appropriate by the members of staff involved.
- If a child continues to make poor behaviour choices they may be given an Internal Exclusion (in school but away from the rest of their class and missing playtimes) or a Fixed-Term Exclusion (out of school for a given number of days) at the discretion of the Headteacher. Pupils at risk of exclusion are closely monitored by the Senior Leadership Team and all children deemed at risk will have an Individual Behaviour Plan which is reviewed at least every half-term.

8.5 Managing pupil transition

- Moving year groups at the end of year
- Y6 - 7 transition
- Y5 visit to prospective High Schools
- Vulnerable pupils (class to class, supply teacher etc).

Children transitioning within St John's are supported by means of transition sessions with the new teacher, transition books prepared by staff involved with the child/ren.

There are opportunities for year 5 parents to meet staff from local secondary schools to help with choice.

8.6 Staff training

Staff at St John's have been trained in positive handling techniques, supporting pupils with ADHD, supporting pupils with attachment issues, supporting pupils with language and communication difficulties amongst others. This is ongoing training and takes into account the needs of the children in the school at any one time.

At St John's we recognise that early intervention can prevent poor behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

APPENDIX A

Advice for ALL staff on avoiding/dealing with confrontation

Confrontation can take various forms including the following more obvious ones:

- ☹ physical or verbal challenge;
- ☹ refusal to obey instructions;
- ☹ arguing;
- ☹ negative body language;
- ☹ showing aggression;
- ☹ saying no;
- ☹ shutting off.

Confrontation like this can be a very difficult behaviour to deal with. It can cause a range of emotions in us and this may differ from person to person. You may recognise some of the following emotions:

- ☹ frustration;
- ☹ anger;
- ☹ inadequacy;
- ☹ panic;
- ☹ retaliation;
- ☹ helplessness;
- ☹ threat.

When confronted try to remember that these emotions may be shared by both parties involved in the confrontation. They can lead to children losing control of their behaviour and hitting out, crying, storming off with the adult being reduced to a personal or emotional reaction feeling powerless and a failure. However, there is a major factor in any situation involving confrontation and this may help you deal with the situation more effectively - the behavioural problem/difficulty belongs to the child and it is your role, as the adult, to help the child deal with, or prevent the problem from escalating. You need to devise strategies to help the child develop more appropriate behaviour.

The following strategies may be useful:

- ☺ Get to know the children well so that you are aware of children who react less positively to one another. In this way you can be aware at an earlier stage that there might be difficulties.
- ☺ There should be clear rules and expectations concerning behaviour. Clear limits and boundaries need to be set. These can then be referred to as necessary.

- ☺ It can be useful to anticipate situations and events that may cause conflict. It can be useful to be able to offer choices within achievable goals so that a child is able to take responsibility for their behaviour.
- ☺ Share information and discuss difficulties - for SMSA's this can be done through the teachers or with the deputy Headteacher. Try to allow time to share difficulties without being judgmental.
- ☺ Supervise the child closely if necessary, particularly at break-time and lunch-times. Remind the child to avoid incidents and how they might deal with any incident should it happen. Set up games, offer alternatives to increase their range of suitable games if appropriate, this allows them to integrate with other children.
- ☺ Observe and discuss incidents with the class teacher or deputy head, especially details of context, people involved, type of involvement, what was actually done and by whom and what the consequences were.
- ☺ Remove attention from the undesired behaviour whenever possible. Take away the entertainment value! Avoid public confrontation and putting yourself in a no win position e.g. come back here or else!
- ☺ Agree set procedures for dealing with specific incidents, this helps to depersonalise the situation and can give back-up and reassurance.
- ☺ Put the emphasis on the positive on rewards rather than sanctions e.g. "When you can then you can". This allows the child to exert choice in their behaviour. Try to leave yourself a gracious way out if possible i.e. don't get into a 'box canyon' with no way out!
- ☺ Help the child to develop social skills, including turn-taking, listening to others, quiet praise and 'catching them being good'.
- ☺ Consistency in approach amongst all staff is vital. You must play your part in ensuring good lines of communication and in understanding school policy and ethos. Everybody should know the ground rules; that includes the child! It is the adult's responsibility to defuse or de-escalate wherever possible by:
 - staying calm;*
 - speaking slowly;*
 - keeping control of the situation;*
 - being aware of the non-verbal messages you might be giving;*
 - listening to both sides in any incident.*

You might find the following checklist helpful when dealing with any incidents:

- watch out for good behaviour and make sure it is recognised;
- check that a child knows what is expected of him/her;
- take time to listen to what children have to say;
- praise quickly and consistently;
- make sure it is the behaviour that is criticised and not the child;
- remain calm, speak slowly, be aware of the child's emotions;
- keep control of the conversation and insist on taking a turn;
- encourage the children to look for solutions to any problems rather than just apportioning blame - don't be afraid of offering your own solutions;
- leave the child and yourself a way out - don't 'box them in';
- decide whether it is worth risking a confrontation!
- pay notice to a child's reactions as you deal with any situation;
- know the children, be aware of the child's personality.

The school recognises the following to be examples of poor behaviours:

- Talking out of turn during lessons/assemblies
- Disruption of lessons/learning of others
- Walking out of class
- Ignoring clear instructions
- Persistently getting out of seat/wondering around class
- Bringing in items from home that you have been previously asked not to bring
- Refusal to participate in any session including assembly
- Rudeness
- Lying
- Name calling
- Persistent silliness on carpet/at tables
- Running in corridors/class
- Play fighting
- Threatening to damage school property or hurt others.
- Throwing things in class
- Inappropriate use of computers
- Inappropriate attitude to adults
- Repeated poor behaviour
- Repeated refusal to co-operate
- Fighting resulting in hurting another child
- Setting off fire alarm
- Trying to leave the school grounds
- Swearing
- Damaging school property
- Racist comments
- Incident of bullying
- Refusing to participate in their learning (after all this is what school is about!)
- Walking out of class repeatedly without permission
- Behaviour that can endanger others
- Taking things without permission
- Physical or verbal aggression
- Spoiling another person's work

The school recognise the following to be examples of serious behaviours:

- Seriously harming another child with intent e.g. making a mark on them/drawing blood
- Seriously damaging or destroying school property
- Touching an adult with intent to harm
- Repeated swearing at adults
- Persistent racist remarks
- Persistent bullying
- Bringing offensive weapons and any other item that can cause harm to another, cigarettes, alcohol or drugs into school would constitute such an offence

APPENDIX B

Model School Positive Handling Policy (Restraint)

Objectives

At St John's C E Primary School we aim to create a calm, orderly and supportive school climate to minimise the risk of violence of any kind. We will always try to de-escalate incidents, only using force when the risks involved in doing so are outweighed by the risks involved in not using force.

Minimising the need to use force

The degree of force should be the minimum needed to achieve the desired result. It is important that staff effectively manage incidents by communicating calmly with non-threatening verbal and body language. Use of force cannot be justified to prevent trivial misbehaviour.

Staff authorised to use force

All permanent staff members automatically have the statutory power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain discipline. This includes adults whom the head has given temporary authorisation to have control of pupils (i.e. parents accompanying pupils on a school visit). It applies on school premises and elsewhere when staff are in lawful control (i.e. on a school visit). Parental consent is not required to restrain a pupil.

Deciding whether to use force

When members of staff use restraint they physically prevent a pupil from continuing what they were doing after they have been told to stop. The potential consequences of not intervening should be sufficiently serious to justify the use of force, where the chances of achieving the desired result by other means are low. For example:

- To prevent a pupil from attacking another pupil or a member of staff
- To prevent a pupil causing injury or damage by accident, rough play or by misuse of dangerous material
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil leaving school where this would entail serious risks to the pupils (or other pupils) safety.

The judgement on whether to use force should depend on the circumstances of each case and- crucially in the case of pupils with SEN or disabilities- information about the individual concerned. If there are pupils who have positive handling plans staff should be aware of the techniques that should be used with them.

Using Force

Before using force engage the pupil in a calm tone, making clear that their behaviour is unacceptable and explain that physical intervention will only be used to ensure safety. Sometimes standing between pupils will be sufficient to avoid conflict. Sometimes leading a pupil by the hand or arm or by placing a hand in the centre of the back might calm a situation. Staff might prevent a pupil from running into a busy road or prevent a pupil from hitting another with a dangerous object, but should always consider their own safety and that of others when deciding how to act in such situations.

If more serious intervention should be needed (such as moving a pupil) always seek the help of another adult.

If you think a pupil might be carrying a weapon, alcohol, drugs or stolen property talk to the Deputy Head/Headteacher in this situation.

Staff Training

The class teachers are trained in restraint techniques:

All staff will be briefed on the use of restraint as part of the induction process.

Recording and reporting incidents

Each significant incident where a member of staff uses force on a pupil must be recorded. (The Governing Body monitor this procedure). Parents should be informed as soon as possible after the incident (except in cases where reporting the incident to a parent will result in significant harm to the pupil, where the LA should be informed). Parents will be informed by the Deputy Head/ Headteacher.

Post-incident support (for staff and pupils)

If you have been involved in an incident and you would like support to cope with the physical and emotional consequences please see member of SLT.

Help will be available to re-build relationships and to avoid repeating crisis points where appropriate.

In addition to support from the school, staff may wish to seek the advice of the police and their union representative.

All relevant multi agency partners should be kept informed if the pupil is already known to other services.

Complaints and allegations

Parents and pupils have a right to complain about action taken by school staff, as outlined in the school's complaint procedure. Specific allegations against a member of staff will be processed using the guidance set out in 'Safeguarding Children and Safer recruitment in Education' (which can be found at:

www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/saferecruitment/guidance)

Monitoring and review

The impact of this policy will be monitored through analysis of incident data, and it will be reviewed with the overall school behaviour policy in May 2019.

Further Information

Most recent guidance: 'Use of reasonable force' Advice for head teachers, staff and governing bodies' available on DfE website.

General advice to staff

- Be sure that you are aware of and complying with the whole school policy for behaviour and discipline
- It is better to defuse situations wherever possible, as this prevents them from escalating to a level where force is necessary
- Send for the assistance of another member of staff as soon as possible, using the agreed school red card system
- Restraint must always be used as a last resort
- Restraint should never be used as a punishment or to bring about compliance (except where there is a risk of injury) to the child concerned or another child.
- In all cases where restraint is employed, the incident and subsequent actions should be documented and reported to the Headteacher or Deputy Headteacher

Alternatives to Physical Controls

At this school we only use reasonable force when there is no realistic alternative as a last resort.

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason
- Give clear directions for pupils to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take vulnerable pupils to safer place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Guide or escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and get help

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present.