

# Charnwood Primary School



## Positive Behaviour Policy

### January 2016

Reviewed	Date:	<b>January 2016</b>
	By:	<b>Ms N Jassat Head teacher</b>
Agreed at the Governor Committee Meeting <b>School Improvement</b>	Date:	<b>4 February 2016</b>
	Signed by Chair of Committee:	<b>Mr E Makda</b>
Ratified by FGB	Date:	<b>22/06/17</b>
	Signed by Chair of FGB:	<b>Mr I Lambat</b>
Next review	2 Years	<b>January 2018</b>

## Revision History

<b>Date</b>	<b>Details of change</b>
September 2014	Reviewed by Ms N Jassat
January 2016	Reviewed by Ms N Jassat <ul style="list-style-type: none"><li>• “Playground Rules” section removed</li><li>• Playground Policy merged into this document and named as “Playground Procedure”</li><li>• “Unacceptable Behaviour” section removed</li><li>• Appendix 1 added</li><li>• Appendix 2 added</li><li>• Document re-formatted</li></ul>

## **1 Why have a Positive Behaviour Programme in Charnwood Primary School?**

When a large group of children and adults work together in one building it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. The staff at Charnwood Primary School would like children to come to school ready to enjoy learning. The majority of children do but for those who intentionally disrupt lessons, or play, the staff have developed a behaviour programme, which reinforces positive behaviour and rejects unacceptable behaviour. The system, when in operation, requires assistance from pupils, teaching and support staff and parental involvement is actively encouraged.

The school's steps to deal with inappropriate behaviour are outlined in this document (see Behaviour Levels section).

Action is usually taken first by the class teacher, and then the matter would if necessary be referred to the Senior Management Team. Certain types of behaviour, however, will automatically be dealt with by the Head teacher and parents will be informed immediately. In extreme cases the involvement of our local Community Police Officers is sought. Any form of discrimination on the basis of race, belief, gender, sexual orientation or disability will be reported to a member of the SLT and dealt with in conjunction with the 'Behaviour Levels' outlined below.

## **2 The Aims of our Positive Behaviour Programme**

Charnwood Primary School is a safe environment where we can all teach and learn in a happy atmosphere. All who are involved with our school show respect and consideration for others. The school property and the property of those within school are looked after. Everyone in Charnwood Primary School takes responsibility for making our school a happy place in which to work. If pupils, staff and parents feel proud of Charnwood Primary School then we are well on the way to raising the self-esteem of all involved.

## **3 How Will We Achieve Our Aims?**

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in Charnwood Primary School.

### **3.1 Pupils**

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the rules and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

### **3.2 Parents**

- Parents and visitors to the school feel valued, safe and secure.
- Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra curricular activities.
- Parents can contribute to the wider aspect of school life through participation as governors, attending courses run in school e.g. Story Sacks and through involvement in meetings.
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

### **3.3 Class Teachers**

- Teachers identify strongly with the school, and are proud to be part of it.
- Teachers actively establish positive relationships with each other, pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers will actively establish positive relationships with each other, pupils and parents.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise to motivate pupils and praise permeates all aspects of school life.
- Teachers treat colleagues, pupils and parents equally, with respect and in a fair and just manner. A Home School Agreement is completed annually.
- Teachers use quality circle time to teach about social relationships and to respond to any significant events affecting the class/pupils' home life or the wider world context.

### **3.4 Support Staff**

This group includes:

The Business Manager, Bursar, Administrative Assistants, Higher Level Teaching Assistants, Learning Mentors, Teaching Assistants, Site Manager, Catering and Cleaning Assistants, Lunchroom and Playground Supervisors.

Support Staff participating in Playground Supervision are given additional training in supporting children.

- Support Staff maintain positive relationships with colleagues, pupils and staff
- Support Staff share in dealing with problems in a caring and sensitive manner.
- Support Staff identify strongly with the school and are proud to be associated with it.

## **4 Equality and Fairness**

At Charnwood all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to the pupil School Council. Charnwood Primary School has ethnic, cultural and linguistic diversity which is recognised, valued and promoted as a positive feature of the school and its community.

### **4.1 Encouraging Good Behaviour**

It is very important to encourage appropriate behaviour in school, and also of the different ways this can be achieved. It is important that staff are consistent in their approach to children. Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards.

#### **Praise**

Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. The idea of what is appropriate school behaviour is not automatically learned, and we must help to show children what satisfactory behaviour looks like.

#### **Rewards**

The use of a range of rewards is also effective. Amongst those used at present are:

- Every class should have a weekly session of golden time as a reward for the good behaviour of the majority of pupils.
- Public praise in front of peers
- Weekly assemblies to present certificates for achievement and behaviour
- Stickers or team points for particular achievements
- Sharing achievements with others

There will be times when there will be problems of behaviour for a variety of reasons. We should always try to understand the reasons for the misbehaviour, so we can deal with it most effectively.

### **4.2 Potential Problems**

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems and try to minimise them. Such times include

- Moving around the school
- Waiting in line
- Using the cloakrooms
- Visiting the toilets
- Unsupervised children in the building

Problems can be defused by removing individual children from possible conflict situations, not as a punishment but in order to prevent a problem occurring.

## 5 Behaviour Levels

Inappropriate behaviour managed by following the steps below:

<u>Level</u>	<u>Behaviour Examples</u>	<u>Actions/Sanctions</u>	<u>Teacher Language/Action</u>
<b>LEVEL 1 Low Level</b>	<ul style="list-style-type: none"> <li>➤ Poor Effort</li> <li>➤ Calling out</li> <li>➤ Disruptive fidgeting</li> <li>➤ Inappropriate interruptions</li> <li>➤ Distracting others</li> <li>➤ Disruptive noises</li> <li>➤ Unkind remarks- one off</li> <li>➤ Deliberately annoying others- one off</li> <li>➤ Bad language- one off</li> <li>➤ Answering back e.g. questioning a situation</li> <li>➤ Improper use of school equipment e.g. writing on whiteboards when they shouldn't be, doodling in books etc</li> <li>➤ Wandering around the room during work time- one off</li> <li>➤ Dropping litter on purpose</li> </ul>	<p>Reminder of rules ↓ Name on board ↓ Related sanction e.g. re-do work (if applicable) ↓ Move from table and work in isolation (in classroom) ↓ Time off from Golden Time- 10 mins OR time off Football Slot at playtime- 10 mins ↓ <b><u>If this doesn't work:</u></b> <b>LEVEL 1 WARNING GIVEN VERBALLY</b> ↓ <b>Enter incident in Behaviour Book</b></p>	<p>- Try to ignore if you deem it to be an attention seeking strategy</p> <p>- Try to divert- "Let's try this..."</p> <p>- "I can <b>see</b> you are not ready to do that..."</p> <p>- "I can see you are upset about..."</p> <p>- "Let's have a learning break (pupil is moved to other table)"</p>
<b>LEVEL 2 Moderate</b>	<p><b>Persistent Level 1 behaviour and...</b></p> <ul style="list-style-type: none"> <li>➤ Refusing to work</li> <li>➤ Continuously walking around room</li> <li>➤ Deliberately hurting another pupil emotionally-persistent teasing etc</li> <li>➤ Serious misuse of school equipment e.g. scissors</li> <li>➤ Dangerous behaviour-repeated after warnings</li> <li>➤ Use of bad language on more than one occasion</li> <li>➤ Deliberately damaging school property</li> <li>➤ Threatening violence</li> <li>➤ Lower level deliberate physical harm e.g. shoving, lightly hitting</li> </ul>	<p><b>Enter incident in Behaviour Book</b> ↓ <b>Lose entire Golden Time</b> ↓ Lose break time- pupil waits outside HT office during break ↓ Asked to leave room- Send to an allocated phase leader <b>with work:</b> Years 1,2 and 3 to <b>Fatima B</b> for 15 mins Years 4, 5 and 6 to <b>Erim</b> for 20 mins ↓ Teacher contacts parents and has meeting ↓ <b><u>If this doesn't work:</u></b> <b>LEVEL 2 WARNING GIVEN VERBALLY</b></p>	<p>- "I don't like that (identify behaviour). I'd like you stop, I'm giving you (give a time limit)"</p> <p>- "I need you to stop or you will lose your playtime"</p> <p>- "Do you need a time out for (give a time limit)"</p> <p>- " I need you to stop- leave the room now"</p>

<p><b>LEVEL 3 Serious</b></p>	<p><b>Persistence in relation to behaviours listed under levels 1 and 2 and...</b></p> <ul style="list-style-type: none"> <li>➤ Higher level deliberate physical harm e.g. kicking, hitting, spitting</li> <li>➤ Throwing objects that could cause harm</li> <li>➤ Vandalism</li> <li>➤ Climbing on furniture</li> <li>➤ Stealing</li> <li>➤ Inciting other children to misbehave</li> <li>➤ Swearing (intentionally)</li> <li>➤ Possession of inappropriate materials/objects</li> </ul>	<p><b>Enter incident in Behaviour Book</b></p> <p>↓</p> <p>Asked to leave room- Send to an allocated phase leader <b>with work:</b></p> <p>Years 1,2 and 3 to Fatima B for <b>entire lesson</b></p> <p>Years 4, 5 and 6 to Erim for <b>entire lesson</b></p> <p>↓</p> <p>Sent to Head Teacher/ Deputy Head</p> <p>↓</p> <p>Parents called to a meeting with DH</p> <p><b>If this doesn't work: LEVEL 3 WARNING GIVEN VERBALLY</b></p>	<p>- "Do you need a time out for (give a time limit)"</p> <p>- " I need you to stop- leave the room now"</p> <p>Possible <b>Restraining of pupil only done by trained member of staff</b></p>
<p><b>LEVEL 4 Very Serious</b></p>	<p><b>Persistence in relation to behaviours listed under levels 1, 2 and 3 and..</b></p> <ul style="list-style-type: none"> <li>➤ Abusing or excluding another pupil because of looks, colour, race, belief, gender or disability</li> <li>➤ Verbal abuse to an adult (of any sort)</li> <li>➤ Any form of repeated bullying (see policy)</li> <li>➤ Swearing at an adult</li> <li>➤ Deliberately injuring an adult</li> <li>➤ Serious injury to pupil with intent</li> <li>➤ <b>Any other action deemed by HT as reflecting 'Level 4' Behaviour</b></li> </ul>	<p><b>Enter incident in Behaviour Book</b></p> <p>↓</p> <p>Sent to Head Teacher/ Deputy Head</p> <p>↓</p> <p>Parents called to a meeting with DH and HT</p> <p>↓</p> <p><b>Behaviour Report Card</b> agreed- minimum one week</p> <p>↓</p> <p>Removed from class for a minimum of half a day</p> <p>↓</p> <p>Possible internal or temporary external <b>exclusion</b></p> <p>↓</p> <p><b>Permanent Exclusion</b> (after following normal protocol for Exclusion Procedure)</p>	<p>- "Do you need a time out for (give a time limit)"</p> <p>- " I need you to stop- leave the room now"</p> <p>- Possible <b>Restraining of pupil only done by trained member of staff</b></p>

## 6 Playground Procedure

### 6.1 Introduction

This procedure outlines the nature and management of playtimes at Charnwood Primary School.

The purpose of the procedure is:

- to provide pupils with a safe, active and secure environment;
- to enable pupils to enjoy a rewarding and constructive play;
- to promote positive social interaction;
- to ensure a consistent approach to playground supervision by all staff;
- to enable the Head Teacher and Governors to identify priorities, or issues pertaining to the position of playtime/s in the school.

### 6.2 Nature of Play in the Playground

Our playground area has different 'zoned' activities for pupils which are allocated to classes via a rota based system. If the children do not want to play in their allocated zone, they must stay in the designated 'quiet area'. Our children know that they are in control of their own learning at playtimes. They are provided with a wide variety of activities, helping the children to progress in all areas of the curriculum from English and Maths through to P.E and Problem solving.

### 6.3 Safety

To ensure **safe practice staff** should:

- ensure **mobile phones** are not looked at or used during playtime;
- **hot drinks** are not taken out ;

To ensure **safe practice children** should be taught to:

- observe the rules of good behaviour;
- **not eat and play**- they must finish their fruit before engaging in play
- be concerned with their own and others' safety;
- lift, carry, place and assemble equipment safely;
- respond readily to instructions;

On the **Jungle Gym** pupils must not play 'tag' or chasing games. No pushing and shoving is allowed on apparatus.

Equipment should be tested and checked on a daily basis by a member of staff on duty (playground supervisor). Also, **equipment must be audited and checked by the PE coordinator on a half-termly basis**. Access to the Jungle Gym will be closed off by the Premises Officer during certain periods due to adverse weather or health and safety considerations. **If a member of staff notices any damaged equipment in the playground it must be decommissioned and if the damaged equipment is large apparatus, then this must be reported to the office immediately.**



Children must not be allowed to play on/use this equipment.

#### 6.4 What We Want the Children at Charnwood Primary School to Achieve

Through our playtime activities we aim to promote:

- physical activity;
- citizenship;
- inclusion;
- co-operation, consideration, sharing and fair play;
- self-esteem and confidence;
- language and listening skills;

Objectives and Outcomes:

- increased levels of participation in physical activity;
- improved health and fitness;
- improved behaviour and attitudes;
- higher levels of concentration in schoolwork;
- respect for each other including staff;
- fun and enjoyment.

#### 6.5 Rules and Regulations

- At the start of break time teachers must lead their class into the playground with a support staff member.
- The teacher should lead the class and the support staff member should be at the rear.
- The class **MUST** wait until all pupils are lined up before leaving the classroom.
- The class teacher must stop at regular intervals to ensure the line stays together.
- Once in the playground, the class teacher must ensure staff members on duty are present and ready to supervise their children before leaving **OR going to his/her allocated zone (if all staff on duty)**
- **Staff members are positioned in appropriate areas around the playground** to ensure all areas of the playground are visible and safety of children is paramount at all times. (see next section)
- A qualified first aider is also on duty at the first aid station (outside toilets). This member of staff also supervises entry to and exit from the toilets and ensures that the facilities are used appropriately.
- Teachers come out onto the playground **before the end of break** in order to receive their classes **(if all staff members are out on duty- please collect from playground)**
- A member of staff on playground blows the whistle to signal the end of play.

- All children must then stop, stand still and be quiet at the first whistle.
- At the second whistle, children are directed to walk to their lines, from where they are led in by their teachers

## 6.6 Role of the Playground Supervisor

The Playground Supervisor (i.e. teacher or support staff member on duty) will be responsible to the Head Teacher in accordance with the practices and procedures of the school in securing the safety, welfare and good conduct of pupils in the school playground.

Duty starts promptly at:

10:15am	Year 1 and 2
10:40am	Year 3 and 4
11:05am	Year 5 and 6

Playground supervisors must ensure they are ready to supervise pupils by the above times (whichever time is applicable).

**Phase Leaders** will liaise with the **Deputy Head** every morning to check if any teachers and support staff within their phase are absent and re-plan playground supervision accordingly.

### Playground Supervisor Duties and Responsibilities:

- Maintaining regular supervision of key play areas during the period of supervision
- Ensuring as far as is reasonably practicable that pupils do not leave their designated zones or go into areas which have been designated as out of bounds.
- To be mobile, but positioned to anticipate dangerous situations and break up potential problems before they occur.
- To not leave pupils unsupervised. If additional assistance is needed, a member of SLT should be sent for, depending on the seriousness of the situation.
- To look into all reports of injuries or pupils in distress. In the event of a minor accident or illness the pupils should be sent with a helper to the one of the school first aiders for assistance.
- To assist and remind pupils in keeping our playground area tidy and free of rubbish.
- To check toilets and out of bounds areas regularly to prevent problems occurring.
- To remind pupils that some forms of “play” are considered to be dangerous and are not permitted in the playground; for example, any form of body contact sports or games, i.e. wrestling
- Ensures that any pupil/s that are on a report card, report to them at the beginning of break with their card and then again at the end of break (**Deputy Head** will chose designated person for this role)

- j) Ensure the promptness of blowing the whistle at playtime and ensuring children stand still. Then at the blowing of the second whistle, they return to their line.
- k) If in the event of a member of staff not reporting for duty then the playground supervisor will send a runner/s to the **School Office** to alert the person that should be on duty.

## 6.7 Rewards and Sanctions

Our School's Behaviour Policy is based on positive behaviour management and it is important that our children perceive the management of rules, rewards and sanctions to be fair and consistent. **Managing children's behaviour at playtimes can make a big difference to a child's day.** Children should be rewarded for behaving appropriately

### **Positive consequences may include:**

- Verbal praise
- Report back to the classroom teacher
- A sticker given to the child
- Team points awarded
- Certificates awarded in assembly

### **Negative consequences may include:**

- Warning (rule reminder)
- 2nd warning (choices given)
- Time out of activity- sent to the 'wall'
- Missing the next playtime- See **Behaviour Policy (Behaviour Levels)**

In the event of a pupil breaking rules the supervisor should liaise with the class teacher to decide if any sanction is necessary (unless the sanction has already been given) **Any incidents that may need to be recorded should be recorded at the end of break in the Behaviour Book by the class teacher.**

## 6.8 Inclement Weather (Wet Play)

In the event of inclement weather the **Phase Leader** will decide if an indoor break is necessary. Pupils are expected to be in their own bases during wet break, and not moving between rooms or in the corridors or cloakroom. Class teachers are to supervise pupils in the classrooms.

## 6.9 Clothing

Children must wear suitable clothing for each season of the year. Children will be sent inside if they are not reasonably dressed and parents may be contacted to remind them of our dress code.

Our seasonal recommendations for dress are set out below:

**Autumn-** thick coat, hat

**Winter-** thick coat, hat, scarf, gloves

**Spring-** light, thin coat

**Summer-** light, thin coat (although it may not be needed on some days)- the school will write to parents during times when heatwaves have been forecast to advise them about clothing, sun-protection etc.

## 7 Guidance for Physical Contact Between Staff and Pupils

Staff may have cause to have physical contact with pupils for a variety of reasons:

- to comfort a pupil in distress (as long as this is age-appropriate)
- to gently direct a pupil (again, age-appropriateness has to be considered)
- for curricular reasons (e.g. in physical activities such as PE, Drama, Art, Science, Design Technology, etc.)
- in an emergency to avert danger to the pupil
- in rare situations when physical restraint is warranted.

In all situations when physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding as to why physical contact is made
- the pupil's individual characteristics (e.g. whether the physical contact might be misinterpreted or resented, this includes issues of the relative gender of staff and pupil)
- the location where the contact takes place (e.g. it should not take place in private without other witnesses present)
- it should not become a habitual act between a particular staff member and an individual pupil
- physical contact should never be made as a punishment or in order to inflict pain;
- all forms of corporal punishment are prohibited
- physical contact should not be made with either participant's neck, breasts; abdomen, genital area, other sensitive body parts, or to put pressure on joints.

The policy on physical contact between staff and pupils should be read in conjunction with other school policies, in particular the Health and Safety Policy, Child Protection Policy and Equal Opportunities Policy.

Should physical contact between staff and pupils lead to an injury suffered by either party, a written report must be completed as soon as possible (On a numbered page in the official restraint log book – which is kept in the school office).

Any complaints about physical contact should be dealt with using the school's complaints procedure. In cases of serious allegations, the Child Protection Procedure should be used.

Physical restraint of pupils should only be used to avert an immediate danger to:

- (a) the pupil
- (b) other people
- (c) the property of any person.

In accordance with the DfEE Guidance in Circular 10/98, Section 550A of the Education Act 1996 'The use of force to Control or Restrain Pupils', physical intervention is also permitted:

- *"if the young person is committing a criminal offence (including behaving in a way that would be an offence if the young person were not under the age of criminal responsibility)" or*
- *"where a pupil is behaving in a way that is compromising good order and discipline".*

No more force than is reasonably necessary under the circumstances should be used.

## **7.1 Physical Contact Between Staff And Pupils 'Dos' And 'Don'ts'**

### **DO**

- Know the school policy and other related policy documents.
- Discuss with a senior member of staff if you are unsure about any aspects of the policy.
- Be aware of pupils' individual characteristics.
- Assess the situation before acting.
- Stay calm and do not over-react.
- Remember that you have an obligation to safeguard the welfare of pupils in your care.
- Consult your Professional Association or Trade Union if you have any concerns.
- Report concerns over physical contact between other staff and pupils to your line manager.
- Record any serious incidents in the appropriate format as soon as possible.

### **DON'T**

- Place yourself at risk through your actions.
- Act in anger.
- Have physical contact with a pupil in a private situation.
- Have frequent physical contact with the same pupil.
- Allow situations to get out of control.

## **7.2 The Use of Physical Restraint**

When considering the use of physical restraint, two fundamental principles of care for young people need to be taken into account:

- the duty of a member of staff to care for and protect the young person, and
- the rights and liberties of that young person.

It is the intention of the policy to create a framework in which both these principles can co-exist and be safeguarded.

## **7.3 Limitations of Guidelines**

A policy framework cannot give guidance for every situation in which physical restraint might be necessary. The judgement of staff remains critical at all times. It is the sole intention of this policy to describe a number of processes and procedures which offer staff and young people protection in cases of physical intervention. In this sense staff must have regard to the policy.

A variety of ways in the physical handling of young people might or might not be applicable according to the guidance offered below. Schools must ensure that any staff training in "safe physical handling" complies with this policy.

This policy for physical restraint cannot limit the legal right of citizens to seek justice in courts and thus cannot protect staff against allegations and the pursuance of those in a legal process.

The school's policy on the use of physical restraint has to be read in conjunction with national legislation and any statutory or non-statutory guidance, in particular DfEE Circular 10/98.

## **7.4 Avoiding the Use of Physical Restraint**

It is expected that there will be a low incidence of restraint.

Creating a calm, well-ordered and secure atmosphere is the best insurance against incidents of aggressive confrontations. Training for staff in positive behaviour management of pupils has been given through the Local Authority forms.

Frequent incidents of restraint would be questioned in terms of environmental, organisational and staffing factors.

## **7.5 The Conditions of Permissible Forms of Restraint**

Starting point of all guidance in respect of physical restraint should be the general rule that any person who touches another person without his or her consent runs the risk of being accused of committing an unlawful act.

Staff working with young people have an obligation to safeguard their welfare. Under certain conditions this duty overrides a young person's right not to be touched. Staff may physically intervene to avert immediate danger to:

- (a) the young person;
- (b) other people;
- (c) the property of any person;
- (d) or if the young person is committing a criminal offence (including behaving in a way that would be an offence if the young person were not under the age of criminal responsibility).

No more force must be used than is reasonably necessary under the circumstances.

Using physical restraint must be the last resort of any intervention. It is important to ensure, and be able to demonstrate through a written report, that staff have acted appropriately to avert the danger to people or property.

Staff are authorised to physically intervene under the circumstances of 4.2 and, indeed, might be deemed negligent if they fail to do so.

The DfEE Circular 10/98 on *'The Use of Force to Control or Restrain Pupils'* also permits physical intervention in cases "*where a pupil is behaving in a way that is compromising good order and discipline*" (p5). This is further illustrated by quoting examples "*where a pupil persistently refuses to obey an order to leave the classroom, or when a pupil is behaving in a way that is seriously disrupting a lesson*" (p5). In such cases, as in all others where the need for physical intervention might arise, staff need to employ non-physical behaviour management techniques **first** before any physical intervention is considered. Any physical force used must in addition always be reasonable and in proportion to the seriousness of the incident. Staff should at all times seek to de-escalate a conflict and demonstrate that they are able to remain calm even when provoked or challenged.

Physical restraint should never be used as a substitute for good behaviour management.

If individual pupil has special educational needs and/or is likely to behave in such a way that physical intervention becomes necessary, a Pastoral Support Plan should be developed. Such planning should include training for staff in advance of the pupil's arrival, detailed communication with parents/carers and agreed strategies amongst all staff on de-escalating a conflict. It is advisable that this plan should form a part of the pupil's Individual Educational Plan.

## **7.6 Risk Assessment**

Before any physical intervention, the risks of the action must be assessed and weighed up against the dangers of not intervening.

Staff working in situations where there is reasonable likelihood that they might have to employ physical restraint should consider whether clothing, hairstyle, jewellery, etc add to the danger of injury.

In all cases of restraint, staff should call for assistance of a second member of staff. Before physical restraint is used, staff must consider the age, relative gender, physiques and medical conditions of the restrainer and the young person.

Before physical restraint, consideration should be given to:

- the presence of a second member of staff to assist, supervise or witness;
- the presence of other pupils (audience) and the effect they may have;
- the scope to secure further assistance;
- spectacles, hearing aids, jewellery or clothing worn by the young person;
- the capacity of the restrainer to remain calm;
- the location of the restraint and any risks posed by surroundings (unsuitable furniture, in workshops, near windows, etc.);
- the young person's previous experience of restraint and their likely reactions;
- the presence of any weapons.

Staff should always adopt a calm and measured approach to any physical intervention. They should not give the impression that they have lost their temper or are acting out of anger, frustration, or in order to punish the pupil.

## **7.7 Methods of Handling**

Any technique employed to physically restrain a young person should be in line with methods approved under team teach training and should always use minimum force for the minimum amount of time.

Where practical, staff are strongly advised to arrange that a staff member of the same gender as the young person is always present during incidents of restraint.

The physical positioning of restrainer and restrained should not be deliberately degrading or demeaning to the young person. A standing or sitting position, if practical, is to be preferred. Total immobilisation of the restrained person is only to be used as a last resort.

Physical handling of the young person must not involve deliberately inflicting pain, any hitting, poking or pulling hair, ears, etc. It must not restrict the young person's breathing.

During physical restraint, the member of staff must avoid touching sensitive areas, for example, genital areas, breasts or buttocks of the young person.

Putting pressure on joints during restraint is to be avoided. During restraint the adult must refrain from putting his/her full weight on the spine or the abdominal area of the young person.

During the course of the physical intervention, the member of staff should:

- not employ another young person to assist the holding;
- avoid moving the restrained young person (experience has shown that this can be dangerous and should only be considered if remaining in the original location would pose an even greater danger);
- avoid generating the fear of injury in the young person;
- continually offer verbal reassurance in a calm manner;
- intermittently give clear messages under what conditions the restraint will cease;
- monitor the physical well-being of the young person, e.g. breathing, skin colour.

Staff have the right to defend themselves by physical means against an attack as long as they do not use a disproportionate degree of force to do so.



## 7.8 Follow-up Action

Physical restraint can be stressful to all parties involved. Having let the situation calm down and the young person regain his/her composure, it is important to explain to the young person why physical restraint was used and to defuse any potential future confrontation. This should happen as soon as it is feasible after the incident. Senior staff should promptly arrange for a support/supervision session with any member of staff involved in an incident of physical restraint if this is asked for or deemed advisable.

Any incident of physical restraint must be logged by the member of staff involved in the official log in the head teacher's office. A report on the incident should be completed as soon as possible and must include the following:

- details of location, date and time of the restraint;
- circumstances and significant factors leading to the incident;
- duration and nature of restraint used;
- names of young person(s) and staff involved and all witnesses;
- description of any injury sustained and subsequent medical attention;
- description of any action taken after the incident.

Staff are advised to seek advice from a senior colleague or a representative of their Professional Association when compiling a report. They should also keep a copy of the report.

Parents/Carers should be informed as soon as possible if a physical restraint incident has involved their child.

Managers of establishments have a duty to monitor logged incidents carefully and must take action should the duration, restraint hold used, or frequency and pattern of recorded restraint incidents, give rise for concern.

If, after receiving the report of an incident of physical restraint, the head teacher of the establishment considers that the school's guidelines have been followed correctly. If child protection procedures have been breached action must be taken in line with the Child Protection Policy

## 7.9 Summary

Under the circumstances outlined in this policy, physical intervention by staff may involve:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- carefully pulling or pushing a pupil away from danger;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back;
- (in extreme circumstances) using more restrictive holds.

Staff should **not** act in a way that might reasonably be expected to cause injury to the pupil, for example by:

- holding a pupil by the neck or collar;

- slapping, punching, or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground;
- touching or holding a pupil in any way that might be considered indecent.

## 8 Appendix 1 – Behaviour Report Cards

# Charnwood Primary School

## KS1 Behaviour Report Card

Name: ..... Class: ..... WkB: .....

	8.30-10.15	Break	10.35-11.50	Lunch	12.40-3.00	SMT sign &/or comment
<b>Monday</b> Date:						
<b>Tuesday</b> Date:						
<b>Wednesday</b> Date:						
<b>Thursday</b> Date:						
<b>Friday</b> Date:						

- Please give this report card to your class teacher/setting group teacher to complete at the end of every lesson.

- Please give this report card to Mr Patel at the end of break time to complete

- Also, please give this report card to Mrs Fakir at lunchtime to complete

### BEHAVIOUR REPORT CARD TARGETS:

1. *To use classroom objects in the correct way*
2. *To listen to adults and follow instructions*
3. *To work well in LESSONS and produce GOOD WORK*
4. *To keep hands and feet to yourself and use the correct language*

### REPORT CARD CODE:

☺ = All behaviour targets achieved

= Only half behaviour targets achieved

☹ = Very few or no targets achieved- behaviour still causing concern

## KS2 Behaviour Report Card

Name: ..... Class: ..... WkB: .....

	8.30-11.05	Break	11.25-12.25	Lunch	1.15-3.00	SMT sign & comment
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

- Please give this report card to your class teacher/setting group teacher to complete at the end of every lesson.
- Please give this report card to Mr Patel at the end of break time to complete
- Also, please give this report card to Mrs Fakir at lunchtime to complete

### BEHAVIOUR REPORT CARD TARGETS:

1. To listen to and *FOLLOW INSTRUCTIONS* at *ALL TIMES*
2. To stay in one *ZONE* at playtime and lunchtime
3. To treat children and adults with *RESPECT*
4. To work well in *LESSONS* and produce *GOOD WORK*
5. To *NOT REACT* when others say or do something unkind

### REPORT CARD CODE:

- 1 = All behaviour targets achieved
- 2= Only half behaviour targets achieved
- 3= Very few or no targets achieved- behaviour still causing concern

9 Appendix 2 – Lunchtime Behaviour Chart

## Lunchtime Behaviour Chart

Name:

### Targets:

1. To tell the teacher if somebody is annoying me
2. To keep my hands and feet to myself
3. To listen to instructions
4. To talk to ALL adults respectfully

Week Beginning:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	