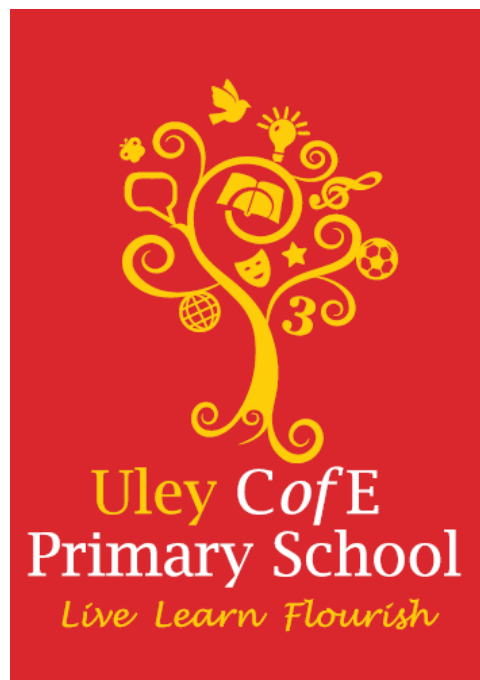


ULEY C OF E PRIMARY SCHOOL



BEHAVIOUR POLICY

INCLUDING EXCLUSIONS AND USE OF REASONABLE FORCE

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3




(DFE – Behaviour and Discipline in Schools – January 2016. To be read in conjunction with the ‘Anti-Bullying’ Policy and Local Authority Guidance for Exclusions)

Ethos Statement







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating an **inclusive, caring, Christian** environment,
- creating **happy, stimulating** and **exciting** opportunities for learning,
- developing **positive** relationships based on **respect** of self and others,
- supporting a **creative** approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

BEHAVIOUR ETHOS

Wisdom

Reflect on our mistakes and learn from them
Make appropriate choices
Have the courage to be the best you can be

Friendship

Do as you would be done by
Encourage, support and be proud of each other
Smile and be thankful

Compassion

Be tolerant; embrace difference and diversity
Say sorry, show you're sorry
Show forgiveness and generosity

Trust

Be honest and just
Believe in yourself – you can do it!
Persevere on your journey, seek helps from others

Context

Uley CE Primary School has high expectations of its pupils. Our aim is to provide an education that brings out the best in every child that builds on their strengths, enables them to enjoy and extend their own learning and helps them to become motivated and successful.

We aim to work with children to support and encourage them to build positive relationships with others and work effectively within a team so that they grow into confident and tolerant citizens, valued for the contribution they make to society.

In working towards this aim we recognise that promoting good behaviour is the responsibility of all stakeholders within the school community and believe that our Christian values will help to create an ethos where the beliefs and attitudes of everyone support the positive behaviours necessary to maintain an effective learning environment.

Aims

Our Behaviour Policy at Uley aims to:

- create a positive climate, placing greatest emphasis on praise and reward and less on criticism and sanctions
- create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected
- foster mutual respect and caring attitudes across the school community, where all achievements are acknowledged and celebrated
- help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for themselves and others
- manage pupil's behaviour effectively by a whole school approach to behaviour management which is clearly understood by pupils, parents and all staff
- make boundaries of acceptable behaviour clear and ensure children feel safe
- promote good behaviour focusing on the individual making 'good choices'

Principles into Practice

In attempting to achieve these aims we will promote:

- a consistency of approach at all times
- fair treatment for all
- the development of appropriate behaviour by all according to the situation – individual, small group, class, whole school – both in and out of buildings
- consideration for others
- having regard for the safety of oneself and others
- sensitivity to the needs and feeling of others
- self- control - the taking of responsibility and being accountable for one's actions
- independence and maturity in children by gradually increasing responsibility and trust
- high expectations that are realistic of the children's academic and social abilities

And we will foster good relationships in school:

- through good models of adult behaviour – including teachers, support staff, governors and parents
- through judicious use of praise
- by nurturing self-esteem
- by ensuring children are well motivated by the enthusiasm of their teachers
- by using creativity, wit and good humour to help pupils enjoy their work

- by employing a variety of teaching methods to meet the many differing needs of our pupils
- by actively involving all children in their learning
- by treating people fairly
- through listening

Why Positive Behaviour Management?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave, and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. All staff and parents have a responsibility in setting a good example as well as ensuring that our Behaviour Values are followed.

The school environment plays a central role in the children's social and emotional development. All adults at school have an important responsibility to model high standards of behaviour at all times.

Whole School Behaviour Policy: Good to be Green

At Uley Primary School we have adopted a behaviour programme called 'Good to be Green'. In our school we work towards standards of behaviour (our Behaviour Ethos) that are based on the Christian principles of friendship, compassion, trust, and wisdom. When children are following the Behaviour Ethos and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school communities aims to show this behaviour at all times.

Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm (see Use of Reasonable Force below).

The principles behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That all staff integrate a system within daily teaching and school routines in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are recognised

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific values, behaviours and routines

Promoting Positive Behaviour

PRAISE IS THE MOST POWERFUL FORM OF INFLUENCING POSITIVE BEHAVIOUR

All adults verbally praise children and give children various rewards including stickers and team points on a daily basis.

At the discretion of a member of staff, children may be sent to the head teacher or another teacher for a sticker or a certificate in special recognition for promoting any of the behaviours in our Behaviour Ethos.

Team Points

Each child is a member of a team –Angeston, Dauncey’s, Rockstowes and Sheppard’s, and is encouraged to earn team points by demonstrating the Behaviour Values.

These points are added up each week by Year 6 and the winning house receives a collective award at the end of the term. The weekly winning team is awarded the team cup and the coloured ribbon is tied to the cup as it is placed in the worship area of the school.

Team points are given in units of 1, 2, 5 and 10 and that represents the behaviour displayed. This is discussed with the children to agree the amount of team points.

Lunchtimes

Lunchtime staff also give team points and stickers to children to reward and reinforce good lunchtime behaviours including manners.

Each day children who are demonstrating good behaviours and values such as being good role models, show good eating habits, magnificent manners, kindness, friendship (this list is not exhaustive) receive a raffle ticket. Every Monday 5 tickets are chosen and those children receive 10 team points. These 5 tickets are put in a pot for the end of term draw (short term) for three infant and three junior children to receive a small gift such as a book, pen or pencil.

In Class

Staff may also use other strategies to promote positive behaviours such as verbal praise, stickers, table points, celebrating with the class or visiting the head teacher.

Collective Worship

Each theme for Collective Worship is linked to a value. This is explored through stories, poems, songs and music.

Our Collective Worship values (linked to Roots and Fruits) offer children the opportunities to:

- Nurture a sense of self-worth, self-identity and personal responsibility
- Recognise themselves as part of a community
- Trust and respect school structures
- Recognise the rights of others and prepare to take responsibility in society
- Respect and value diversity
- Be empowered to make choices and take action
- Learn skills to help resolve conflict
- Foster a positive outlook for the future

Fabulous Flourishers Worship

Fabulous Flourishers worships take place every Monday morning. Taken from our vision statement Live, learn, Flourish, children are rewarded with a certificate for various achievements including academic and sporting achievements, achievements outside of school and positive behaviour and values. A weekly record is made, worked is displayed in a folder on the Live, Learn, Flourish table and celebrated in newsletters.

Golden Time

Infants and juniors will have an afternoon of golden time at the end of every term (6 times a year). These activities are negotiated between the children and adults. EYFS also have set golden time in line with KS1 but also have many opportunities for daily play based activities.

School Council

Members of School Council will have an opportunity to discuss the rules, rewards and sanctions and to air any problems that they, or the children they represent, are experiencing and discuss ways that these can be sorted.

Team Captains

Team Captains are elected annually. Team Captains are expected to:

- be a good role model
- show good sportsmanship
- lead team games and activities
- count team points each Monday and record them.
- announce weekly team winners.
- give a speech at each end of term – the winning team

End of Year Awards

There are 3 Live, Learn and Flourish awards for infants and 3 Live, Learn and Flourish awards for juniors. This reflects the school vision:

Live – Learn – Flourish

Live: at home, in school, and in our local community

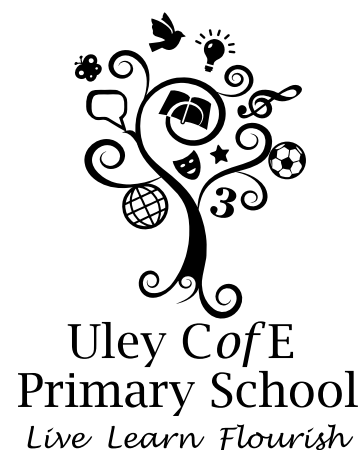
Learn: about self, others, and our ever-changing world

Flourish: be the best we can be in all that we do

The criteria below was created by consulting all stakeholders in 2017.

LIVE

Gets 'stuck in' to events and opportunities
Supporting the community
Participating as team captain or school council member
Not afraid to fail
Has outside interests and successes
Links with the church
Nurtures other children
Always willing to help – service
Generous attitude and ethos
Showing school and own values in and out of school



LEARN

Persevering with learning

Overcoming barriers and challenges – not giving up

Learning from mistakes and being able to demonstrate what they have learnt

Going the 'extra mile'

Confident learner, finding ways to challenge themselves and working independently

Taking ownership of their learning and finding ways to help others

Being passionate about learning

Quality friendships, understanding how to get along with each other (tolerance of one another)

FLOURISH

Effort

Trying your best

Confidence

Improving at everything

Positive/good attitude to learning

Setting a good example to other children

Wisdom

Good use of opportunity

Friendship

12 certificates are presented; each certificate representing a different part of the LIVE, LEARN, FLOURISH tree:

The tree reveals a book at its heart (representing knowledge and learning) and a range of icons among its branches that represent skills, interests and qualities that we value:

Plus, our Live, Learn, Flourish tree incorporates 11 symbols:

The dove represents church and community

The light bulb represents ideas and imagination

The treble clef represents music and dance

The football represents sport and fair play

The star represents reward and recognition

The number '3' represents maths, science and analysis

The mask represents drama and self-expression

The globe represents awareness of our place in the world, geographically and socially

The speech bubble represents debate and openness

The butterfly represents freedom and fun

Challenging Behaviours

Defining challenging behaviour

As schools have the ability to define their own set of behavioural expectations, there is no common set of behaviours that can be universally regarded as challenging (note this relates to individual school's behavioural expectations and not the grounds for exclusions which are set and common to Local Authority schools).

In most schools and for most teachers, challenging behaviour can generally be understood as something that either interferes with the safety or learning of the children, or interferes with the safety of school staff.

Examples of challenging behaviour include:

- **Withdrawn behaviours** such as shyness, rocking, staring, anxiety, school phobia, truancy or social isolation
- **Disruptive behaviours** such as being out-of-seat, calling out in class, outbursts, swearing or refusing to follow instructions
- **Violent and/or unsafe behaviours** such as kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures
- **Inappropriate social behaviours** such as inappropriate conversations, stealing or being over-affectionate.

Influences on behaviour

There are many potential influences on children's behaviour, and many factors that can lead to behaviour that is challenging for schools to deal with. These include:

- **biophysical factors**, such as medical conditions or disabilities
- **psychological factors**, including emotional trauma or lack of social skills
- **behavioural/social factors**, including where a child's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a child with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed
- **historical community factors**, family member/s had difficult, sometimes traumatic, experiences of school therefore passed down to the child
- **group dynamics**, such as bullying and teasing or cliques
- **environmental factors**, for example the level of classroom noise or classroom seating arrangements
- **classroom organisation issues**, such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- **teacher behaviour**, for example boring or disorganised lessons, over-reaction to misbehaviour or over-reliance on punishment with little use of positive reinforcement

In many cases, there is no single "cause" of challenging behaviour, but it is the result of several factors operating in combination.

To summarise - examples of inappropriate and challenging behaviour:

- being disrespectful to others or the environment
- direct or indirect rudeness or insolence
- answering back
- constant interruption
- refusal to carry out instructions
- stopping others from learning
- bullying – see Anti-bullying policy
- deliberate refusal to tackle tasks set
- deliberate damage to school equipment or property
- bad language and rudeness

Changing Inappropriate or Challenging Behaviour

The **Behaviour Ethos** is the agreed code of conduct for behaviour within school. We recognise that it is equally important that the consequences of not meeting these values are consistent throughout school and understood and agreed by the whole community.

Displayed in all classes, along with the **Behaviour Ethos**, are the Good to be Green cards. Children begin the day with a green card, but poor behaviour decisions can result in them being replaced by yellow or even red.

Golden time - All children start with the allocated time an afternoon 6 times throughout the academic year.

School staff use least intrusive skills to redirect behaviour.

- If they decide to give a child a yellow or red card they must be clear with the pupil what it is they are doing to receive the card, and what the pupil can do to change this decision.
- Teachers constantly help pupils make the right choices to move their card back to green

Every child starts their day on a positive note with a green card. Those children who have remained on green for the week are rewarded:

Infants – with a sticker or extra choosing time

Juniors – with a token which is exchanged for a positive reward at the end of the term (other than golden time). The tokens have a value.

Step 1

First Warnings - verbal

These are verbal warnings and provide the opportunity for the child to reflect, consider and review their behaviour and to start making the right choices. The amount of verbal warnings is discretionary. Should a child have continuous warnings in one day then the child will receive a yellow card. Adults will need to communicate about a child's behaviour and the decision about changing a green card to yellow could be a combined decision.

To support the Good to Be Green scheme, in Classes 1 and 2, the children have a cloud and thunder cloud system as a visual aid to verbal warnings. This is used to discourage receiving a yellow card.

The verbal warning means a child may be moved to 'the cloud' and the child encouraged to change their behaviour. If their behaviour continues they will progress on to the thunder cloud; this may result in a yellow card. Three consecutive days of cloud behaviour means a yellow card.

Step 2

Second Warning – Yellow Card

If after verbal warnings, inappropriate behaviour persists, then the child will be asked to change their green card to a yellow card. Adults will ensure that the child fully understands the reasons behind the yellow card and discusses the more appropriate choices the child could have made instead and how they expect the behaviour to change to earn their way back to green. The child(ren) are then expected to speak to the teacher, at the beginning of a break time, about the behaviour and expectations. Again, this gives the child the opportunity to reflect, consider and review their behaviour. A yellow book is kept in each class to make a record of the date, child and reason for the yellow card. Infant parents are informed if their child receives a yellow card.

Step 3

Further unacceptable behaviour, despite verbal warning and yellow card, could lead to a red card. The expectation is that children will have been well supported in recognising, reflecting and changing inappropriate behaviour through steps 1 and 2 therefore giving out a red card would be very rare. Children should understand that it is the last resort.

There may be occasions when the behaviour is serious enough that a child is given a red card without a warning or yellow card first, for example, biting, deliberately harming others or surroundings.

We insist that children do not act in a physical way towards each other. We teach children that problems need to be solved through discussion. Retaliation is not acceptable and both initiator and retaliator will be sanctioned equally.

If a child is given a red card the teacher must complete the Red Card Record (see Appendix 1) and this must be discussed with the head teacher or a member of staff in her absence, the class teacher and the child along with the Red Card Record completed. Simple reflective questions are asked to help all parties reflect on their behaviour.

Reflective Questions

- What happened?
- What were you thinking at the time? And since?
- Who has been affected?
- How can we make amends?
- How can we make sure this doesn't happen again?

Parents of infants and juniors are informed if their child receives a red card.

When a red card is issued an infant pupil has lost 5 minutes of golden time, a KS2 pupil has lost 20 minutes of golden time. This cannot be 'earned' back. The children are excluded from Golden Time for the required amount of time and sit away from the activity.

When a child receives a yellow card on three consecutive days this will automatically convert to a red card.

Adults will always consider the reasons behind the behaviour of any child and look for patterns and trends through the recording in the yellow books and red card records. For some children the card system may have to be adapted to suit a child's needs e.g. if a child needs a consequence instantly due to underlying behaviour problems. In this instance, the adults will work together with the child and the parents to agree a suitable system that is well communicated and understood by all.

All cards are replaced with green cards at the beginning of the day - a new day, a fresh start.

Step 4

If a child has specific difficulties then a behaviour monitoring system is introduced, parents and Governors may be involved. (Appendix 2 Behaviour Monitoring Card).

It should be noted that a child who is subject to a Monitoring Card or receives regular red cards may have additional social and emotional needs. If a child has continuing challenging behaviour then this is addressed through other strategies such as emotional or social support; working alongside families

and our school values of compassion, friendship, trust and wisdom. The school seeks to support and guide the child to make the appropriate choices and to change their behaviour for the better.

Playtimes and Lunchtimes

Playtimes and lunchtimes can be times when children require extra support to ensure any friendships matters are resolved. During morning play and lunchtimes staff encourage positive play through supporting and guiding play. Playtimes and lunchtimes are an integral part of the day which follow the same behaviour ethos.

For challenging behaviours at playtimes and lunchtime, staff will give a verbal warning and provide the opportunity for the child to reflect, consider and review their behaviour, and support them in making better choices. The amount of verbal warnings is discretionary. Should the warnings continue and/or the behaviour is challenging enough to warrant, then staff will issue time out. Children will be asked to sit out of playtime for 3 minutes (infants) or 5 minutes (juniors). During time out the adult will make sure that the child fully understands the reasons behind the time out and discusses more appropriate choices the child could have made instead and how they expect the behaviour to change. A time out record will be kept (which will be monitored every half term) to assist in identifying any patterns and trends.

Should a child's behaviour continues after time out or is serious enough then the yellow/red card system from Step 2 above continues, and staff work together to agree a chosen card and problem solve to identify a cause and put support in place.

In conjunction with our Good to be Green scheme, during the afternoon register, the children are asked to evaluate their playtime and describe how they are feeling after play using Green, Yellow or Red. This is to ensure that any worries are identified and dealt with and green playtimes are celebrated enabling all children are ready to learn.

Green being a successful playtime/lunchtime because it was fun, we got along, we played nicely together, play was fair and I felt happy.

Yellow being an ok playtime/lunchtime because I hurt myself, I found it difficult playing games with others, I felt that I didn't have anyone to play with but I was helped with the support of midday supervisors and I am now happy.

Red being not a good playtime/lunchtime because I had a big falling out with my friend/others and still feel upset, someone has upset me by saying unkind things or really hurt me. I would like to talk about it and need help to make it better.

This strategy can be more focused on individuals by forming part of an intervention programme to support children with friendship issues. SEAL (Social, Emotional Aspects of Learning) materials can also be used to support children.

Throughout the year, the staff work with the children regularly review the green, yellow and red behaviours at playtime.

To avoid the children being given mixed messages, **good communication between all adults** is key; therefore staff on morning playtime duty may need to communicate with the relevant classroom staff before issuing a yellow or red card. Classroom staff should communicate any children whom may need to be monitored during lunchtime with the lunchtime staff. Should lunchtime staff feel that a child has been given verbal warnings and time out with little or no impact, and feel there

needs to be another sanction in place, then this needs to be discussed with the relevant staff. If lunchtime staff feel that a red card needs to be issued for behaviour, this will need discussing with the relevant staff and the head teacher or the teacher in charge. School staff should also communicate with after school club to ensure that consistency can continue.

Behaviour such as disengagement in learning, homework not being completed does not warrant a red card – the teacher should find alternative strategies to engage and motivate the child in their learning.

Good to be Green Recognition

Exceptional Behaviour

Exceptional behaviour constitutes those that have stayed green for the day/week plus have been exceptionally helpful, friendly, positive i.e. demonstrating the four key school values – Wisdom, Trust, Compassion and Friendship.

Exceptional behaviour in the infant classes is rewarded with special Rainbow stickers.

Exceptional behaviour in the junior classes is rewarded with an acknowledgement (which could be tokens) from the class teacher at the class teacher's discretion, depending on age, stage and class dynamics.

The Good to be Green Behaviour scheme is monitored every autumn, spring and summer.

Children who have had green cards for a term (autumn, spring or summer) are rewarded with a Good to be Green certificate. Those that have received yellow or red cards are encouraged/challenged to see if they can change their cards during the next term.

For those children who have had kept their green cards for a whole year are acknowledged by receiving a certificate/sticker at the end of the year.

Exclusions

The head teacher 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 head teacher may permanently exclude a child.

We do not wish to exclude any child from school and only use it as a last resort when all possible support is exhausted. Sometimes it may be necessary to exclude a child and therefore the school has adopted the DFE statutory guidance '**Exclusion from maintained schools, Academies and pupil referral units in England (Sept 2017)**' and the Local Authority '**Exclusion from Maintained Schools, Academies and Alternative Provision Schools, A guide and information for Head teachers in Gloucestershire, January 2018.**

See Parent's Guide to Exclusions leaflet in reception area or ask at reception.

Use of Reasonable Force

To be read in conjunction with 'Use of reasonable force in schools'

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

At Uley C of E Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of reasonable force by staff. Our policy for use of reasonable force is based upon the following principles:-

- Reasonable force should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Reasonable force must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident.

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

2. Our approach

At Uley C of E Primary School we aim to avoid the need for use of reasonable force and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which use of reasonable force would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and well-being. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of reasonable force

Reasonable force should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When reasonable force becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use reasonable force or intervention as a punishment

4. Actions after an incident

Reasonable force often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services.

In some circumstances a CAF may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Use of Reasonable Force Form (Appendix 3). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

5. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

6. Complaints and Allegations

A clear use of reasonable force, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

There may be exceptional circumstances where the use of reasonable force may be exempt and in all circumstances, alternative methods should be used as appropriate with use of reasonable force as a last resort. In extreme cases where it is clear that actions are causing injury to his/herself or others, use of reasonable force will be used after other actions have been exhausted following the procedures above. Staff will not attempt use of reasonable force without another adult present.

Please also refer to:

The use of force to control or restrain pupils Guidance for schools in England

School Safeguarding Policy

Guidance for Safer Working Practice

Allegations Management

School SEN policy

Absconding Policy

The Role of Outside Agencies

The school liaises with external agencies, as necessary, to support and guide the progress of each child as appropriate to the individual needs of pupils.

The Role of Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. At the start of the school year, parents, teachers and pupils are asked to sign a home/school agreement, which states that the family will “support the school’s policies and guidelines for behaviour”. We aim to build a supportive dialogue between the home and the school, and we inform parents as appropriate if we have any concerns about their child’s behaviour.

If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher followed by the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. This will be done through the Curriculum and Standards Committee and the Head Teacher’s Report to Governors. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school’s policy on behaviour and discipline.

Reviewed annually

APPENDIX 1

RED CARD FORM		
Child's Name:	Year Group:	Member of Staff handing red card:
Reflective Questions <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? And since? • Who has been affected? • How can we make amends? • How can we make sure this doesn't happen again? 		
	Adult to complete	
Did the child have time to reflect?		
Was a yellow card handed to the child prior to the red card?		
Strategies put in place prior to the red card		
Reason for the red card		
	HT or member of staff to complete	
Comments/notes		
Parents informed?		
	Reflection after the red card by HT or member of staff	
Discuss (with child and staff) how behaviour has been since the red card.		
What did you (the child) do to make amends?		
What have you (the child) been doing differently to avoid receiving another red card		
Any other comments/notes		

APPENDIX 2

Uley C of E Primary School Monitoring Behaviour					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50 – 10.25am					
Break					
10.45 – 12.00Pm					
Lunch					
Afternoon					

APPENDIX 3

RECORD OF USE OF REASONABLE FORCE

Date of incident: Time of incident:

Pupil Name: D.o.B:

Member(s) of staff involved:

Adult witnesses to the use of reasonable force:

Pupil witnesses to the use of reasonable force:

Outline of event leading to the use of reasonable force:

Outline of incident of reasonable force (including reasonable force used):

Outcome of reasonable force:

Description of any injury(ies) sustained by injured pupil and any subsequent treatment:

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Signature of staff completing report: Date:

Signature of Teacher-in-charge: Date:

Signature of Head STS: Date:

Brief description of any subsequent inquiry/complaint or action:

Review History	
Autumn 17	
Spring 18	
Autumn 18	
Autumn 19	