

# **Positive Relationships & Behaviour Policy**



**February 24**

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**Agreed FGB February 2024**

### **Positive Relationships & Behaviour Policy**

Our vision and values support Articles 3, 28, 29 and 31 of the United Nations Convention on the Rights of a Child. Article 3: The best interests of a child must be a top priority in all things that affect children. Article 28: Every child has the right to an education. Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

#### **Introduction**

At Chisenhale Primary School, we want to create an environment that is safe, where everyone feels respected and where pupils come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Chisenhale. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. It reflects the values and principles we consider to be important for the school; in particular, those laid down in the United Nations Convention on the Rights of the Child and our commitment to being an attachment-aware school.

#### **The equitable and consistent implementation of our Positive Relationships and Behaviour Policy is everyone's responsibility.**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

#### **Behaviour and rights**

Article 28- I have the right to an education: Our positive relationships and behaviour policy is designed to be primarily positive by celebrating when children demonstrate values that allow their peers to enjoy their right to an education fully. When children do not do so we aim to support them in making better choices.

Article 2- Every child must have their Rights respected regardless of race, religion, gender, religion or abilities, whatever they say or think, whatever type of family they come from: The positive relationships and education policy aims to allow every child to know that they will be treated fairly and equitably and with dignity.

Article 19: I have the right not to be harmed: The positive relationships and education policy is very clear that everyone has a right to feel safe from harm at school and that this requires everyone to respect each other's rights to not be hurt. As duty bearers, the staff will immediately intervene in any situation where a child is being hurt to protect this right.

#### Class Charters

We are a Gold Level UNICEF Rights Respecting School. Each class writes their own Class Charter at the beginning of the school year. The Charter is created by the children. They select the rights that they want on their Charter. The children then agree on what children and adults need to do in order to enable these rights. All adults use, and encourage children to use, rights respecting language when discussing issues around behaviour. Although children choose certain rights for their Charter, it is made clear to them that these are not more important than other rights, as all rights are indivisible.

#### Our Core Beliefs

- Behaviour is a communication. It can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the most equitable way possible for that child, at that moment

#### Aims

Through this policy we aim to:

- ensure a consistent and calm approach to, and use of language for managing behaviour.
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- ensure our pupils are polite, happy and considerate of others' feelings.
- encourage our pupils to respect their own and others' property.
- foster good citizenship and self-discipline.
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum, as well as during all other opportunities e.g. lunchtimes and extended provision, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- teach strategies for children to solve conflicts peacefully.
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- enable children to recognise, understand and respond to a range of feelings.

- develop vocabulary to enable children to express feelings verbally rather than physically.
- promote equal opportunities and instil a positive attitude towards differences.
- promote an ethos of peer support.
- ensure the atmosphere in the classroom environment is conducive to learning.
- ensure children are aware of the consequences of their words and actions towards themselves and others.

We use the Zones of Regulation and the Jigsaw programme to specifically teach emotional literacy and regulation.

### **Behaviour for Learning: The Chisenhale Way**

**Be Ready**      **Be Respectful**      **Be Safe**

We recognise that clear structures and predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules, and our values (**confidence curiosity ambition resilience creativity co-operation kindness**) are displayed in each classroom, and are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations is beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted consequences and rewards to reinforce positive behaviour.

### **Five Pillars**

Our Positive Relationships and Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

### **Roles and Responsibilities**

**'The culture is set by the way the adults behave.'** Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy. Senior leaders and Governors are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school's Positive Relationships and

Behaviour Policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing positive role models.

All Staff will:

- Always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe'
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving badly
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to establish clear routines and to build mutual respect

### **Rewards**

Recognition of good behaviour, significant effort, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child. The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- Name on the recognition board in the classroom.
- A note home
- Postcard home
- Dojo points, leading to a whole class reward
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- Brilliant Award – consistently over and above (Hot Chocolate Friday)

### **Over and Above**

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour or effort that goes 'over and above'.

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The target behaviours are linked to the Chisenhale values. The aim should always be for the whole class to get on the board, in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. Names are never removed from the Recognition Board.

Children are **praised publicly and reprimanded in private.**

Children who consistently show 'over and above' behaviour and effort will be recognized through the 'Brilliant Reward' and will get to attend 'Hot Chocolate Friday' with the Head teacher or another member of staff.

### **Stepped Actions**

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. What works is the immediacy and inevitability of the response, not the weight of the sanction.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated equitably. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further. Secondary behaviour will be addressed at a later point, if necessary.

### **Steps for dealing with poor behaviour**

#### **Reminder, Caution, Last Chance, Time out, Repair.**

- **Reminder** - of the rules, and the three step routine, delivered privately, whenever possible.
- **Caution** - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues e.g. having time out. Use phrase, "Think carefully about your next step"
- **Last chance** (includes a 2 minute "inconvenience" after class)- Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice and use the microscript (see Behaviour Blueprint pg. 12). The two minutes inconvenience is owed when the child reaches this step. It cannot be removed reduced or substituted.
- **Time out** – If the child hasn't engaged after the third reminder he/she needs a 5 minute time out. This is a few minutes for the child to think about him/her behaviour and calm down. The time out can take place in class or in a partner class. (This is always followed by repair.)
- **Repair** - this might be a quick chat at break time in the playground or more formal meeting. (See restorative questions)

### **Restorative Conversation**

Following incidents of poor behaviour, it is imperative that the teacher or member of staff who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure

that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

#### Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. **Who has been affected by the actions?**
4. How have they been affected?
5. **What needs to be done to make things right?**
6. How can we do things differently in the future?

#### Persistent Poor Behaviour

Repeated poor behaviour (More than one Time Out and Restorative Conversation in a day) results in a “yellow card” (not a physical card). This results in parents being notified, usually through a direct conversation on the playground at the end of the school day, but this may also be a phone call or email. Yellow Cards should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teachers will work in conjunction with parents/carers, SLT, SENDCo and the learning mentor to devise an individual support plan.

#### Uncompleted Work

Any work which is not completed from Y3 upwards, due to poor behaviour choices, will be sent home with an “uncompleted work” slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us and encourage their children to complete any uncompleted work at home.

Work sent home may not be the same task as set in class, as this is not always appropriate. However, we endeavour to ensure that work sent home will be at the appropriate level for the child and will be sent with a maximum time limit, rather than an instruction to complete all elements of the task.

#### Serious (Red Card) Behaviour

Red Card Behaviours include;

- Violence (i.e. physical contact made with the intention to harm)
- Significant disruption to learning
- Persistent taunting, teasing and bullying behaviour
- Spitting
- Swearing

- Discriminatory behaviour

Any of these behaviours will result in an instant move to Time Out (see above). In addition to a restorative conversation with the teacher/teaching assistant, there will be an additional restorative conversation with a member of SLT. Further consequences may be given, following a discussion between the teacher and SLT, depending on the severity of the incident.

Red Card incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, the parental contact may be made by the Headteacher or a member of SLT) All red card incidents should be recorded on CPOMs.

### **Bullying**

Bullying needs to be tackled immediately – please see the Chisenhale Anti-Bullying Policy details of how this should be done.

### **Pupils with SEND**

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our consequence system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's Individual Behaviour Plan.

### **Support Agencies**

If behavioural difficulties continue the Head, SLT or SENDCo will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Phoenix Outreach Team and the Behaviour and Attendance Team (BASS), CAMHS or other agencies that offer support for pupils and families.

### **Exclusions**

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.



Exclusions can also be managed internally and a child or young person may be removed from class or from the playground for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

### **The Role of Parents/ Carers**

At Chisenhale, active parental involvement is welcomed, appreciated and deliberately encouraged.

Parents need to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language around behaviour as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions

### **Allegations against a Member of Staff**

If an allegation is made against a member of staff, the procedures outlined in the school whistleblowing policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Physical Restraint**

Members of staff have the power to use reasonable force to prevent children from injuring themselves or others or damaging property.

**Incidents of physical restraint must:**

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.

- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### **Application and Scope of this Policy**

This Positive Relationships and Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

### **Monitoring and Evaluation**

The school's Leadership Team will monitor the effectiveness of the policy at least annually and report back to the Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and

personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

## Behaviour Blueprint

Chisenhale Primary School



Learning Together for a Better Future

### Our Values

Confidence Curiosity Ambition Resilience Creativity Cooperation Kindness

#### Visible Adult Consistencies

- Calm, consistent and equitable
- Unconditional positive regard
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered
- Models our values

#### Recognition

- Praise
- Postcard/note home
- Recognition Board/Display
- Dojo points – class reward
- Brilliant Award-consistently "Over & Above" (Hot Chocolate Friday)

#### Rules

- Be Ready
- Be Respectful
- Be Safe

#### Relentless routines

E.g. Legendary lines

#### Stepped Sanctions- In private

1. **Reminder of Rule**-repeat quietly as necessary
2. **Caution**- "Think carefully about your next step." (Get down to child's level – quiet word)
3. **Last Chance**-use microscript, and a 2 minute inconvenience at next break/lunch.
4. **Time Out**-in class, or in partner class. 5 minutes
5. **Restorative conversation**-5 minutes with key adult (more than 1 in a day=Yellow Card Email sent home.)

#### Uncompleted Work (KS2)

Work sent home for completion with a slip for parents to sign and return.

#### Serious Behaviours

**Physical violence, swearing, discriminatory behaviour.**  
Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.

#### Microscript

I've noticed that...You know the school rules, be ready, be respectful, be safe. Can you remember when you ...(time they did this really well)...and how that made you feel? I expect you to...Thank you for listening.

#### Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.

**Appendix A – Rights and Responsibilities**

<b>Pupils’ Rights</b>	<b>Pupils’ Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be able to learn to the best of their ability.</li> <li>• To be treated with consideration and respect.</li> <li>• To be listened to by the adults in the school.</li> <li>• To know what is expected of them.</li> <li>• To feel safe.</li> <li>• To be treated equitably.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with consideration and respect.</li> <li>• To do their best and let others learn.</li> <li>• To follow instructions from teachers and other staff.</li> <li>• To support and encourage each other.</li> <li>• To take responsibility for their own actions.</li> <li>• To care for and take pride in the environment of the school.</li> <li>• To sort out difficulties appropriately, seeking adult help if needed.</li> </ul>
<b>Staff Rights</b>	<b>Staff Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be treated with respect by pupils, parents and colleagues.</li> <li>• To be able to teach without unnecessary interruption.</li> <li>• To work in a supportive and understanding environment.</li> <li>• To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a safe and stimulating environment in which all children can learn.</li> <li>• To treat pupils with consistency and respect at all times.</li> <li>• To foster good relationships, leading by example.</li> <li>• To involve parents when children are consistently finding it difficult to meet expectations of behaviour.</li> <li>• To work as a team, supporting and encouraging each other.</li> </ul>
<b>Parents’ Rights</b>	<b>Parents’ Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be sure their children are treated fairly and with respect.</li> <li>• To know their children are safe.</li> <li>• To be able to raise concerns with staff and be told when their child is experiencing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.</li> <li>• Ensure children attend regularly and on time.</li> <li>• Be aware of the strategies of the school and reinforce these at home.</li> <li>• Promote good behaviour, politeness, courtesy and consideration for others.</li> </ul>

	<ul style="list-style-type: none"> <li>Inform the school of any concerns that may affect the behaviour of their child.</li> </ul>
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## Appendix 2 Effective 30 second interventions

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
- Look around the room with a view to catch somebody following the rules.

### How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon as you have finished speaking.

### Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat, the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that pupil to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.' 'But they were doing the same thing.' 'I was only...' 'You are not being fair.' 'It's boring.' 'You are a ... (name calling).'	'I hear what you are saying...' 'I understand...' 'Maybe you were ... and yet ...' 'Yes sometimes I may appear unfair...' 'Be that as it may...' 'I am sorry that you are having a bad day.'

### Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*

### **Appendix 3 – Emotion Coaching**

Emotion coaching chat prompts

Step 1: Empathise, validate and label

The adult acknowledges the child's emotion, lets them know it's okay to feel like this and helps them label their emotion.

What might the adult say? "I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that." "I can see you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something." "I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous about whether your work will be OK. Have I got that right?"

Step 2: Rapport before reasoning – setting limits

The adult allows the child time to calm down, if needed and then helps them to co-regulate. The adult then sets some limits.

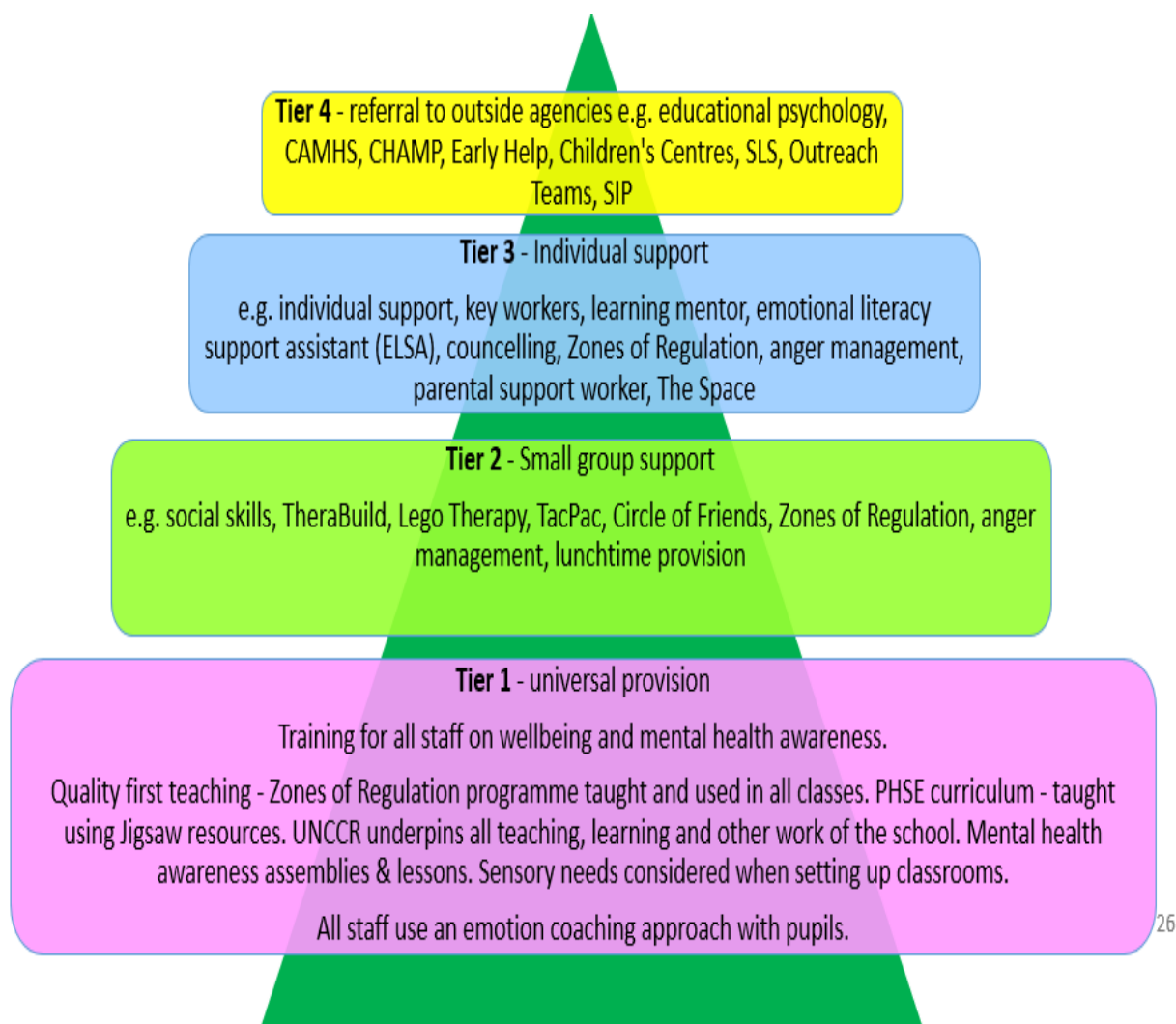
What might the adult say? "These are the rules we have to follow in the swimming pool. Doing that is not OK." "We can't behave like that even though you are feeling annoyed, because it is not safe." "You didn't do the task as we agreed. You're probably angry that you can't join in with the practical session with the others now because you have to complete the writing task first."

Step 3: Problem solving with the child

What might the adult say?

"Next time you're feeling like this, what could you do?" "How do you think you will react if this happens again?" "You need to work in a group with Ruth or work with me – which do you want to do?"

**Appendix 4 – Wellbeing Support**



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### **Appendix 5 - Use of Reasonable Force**

Our policy in Chisenhale on the use of reasonable force is based on the following advice from the DfE.

#### **Use of reasonable force advice for headteachers, staff and governing bodies July 2013 (DfE)**

##### What is reasonable force?

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

##### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.*
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.*

##### When can reasonable force be used?

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

##### Schools can use reasonable force to:

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

In Chisenhale, we only use reasonable force when absolutely necessary and always try to deescalate situations through talking first. Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum.

All of our staff have received training on dealing with difficult situations, including dealing with children who may be disruptive or may try to harm themselves or others. Many of our staff, in addition, have completed the Team Teach positive handling training. We try to ensure that staff with this training deal with situations that may require the use of physical force, though this is not always possible. All staff have a duty to safeguard children and, therefore, may at times need to intervene to ensure the safety of the child or of others.

We understand our duty to make reasonable adjustments for pupils with special educational needs and disabilities and so, where a child is known to have SEND, we ensure that a plan is in place to meet their specific needs.

#### **PROCEDURES TO BE FOLLOWED AT CHISENHALE SCHOOL:**

Physical interventions should only be used as a last resort when staff have GOOD grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious disruption or damage to property. There are also occasions when the behaviour is unmanageable in the area or environment that the pupil is in and would be better managed in another, quieter area.

Any physical intervention should be for the shortest amount of time possible and should involve using the least amount of force necessary.

All physical interventions should be recorded, by the staff member involved on CPOMS. (The PI box should be ticked, along with any other relevant box, e.g. 'serious physical') Where an incident has involved a member of staff other than the class teacher, the member of staff must report the incident to the class teacher and to a senior manager. The member of SLT should then be responsible for informing the parents that a physical intervention was used with their child. The Head teacher regularly review incidents involving physical interventions.

Following an incident, the pupil(s) involved will be offered emotional support, if needed, and given time to recover.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Before using a physical intervention:

- A risk assessment is made mentally to judge whether the situation requires a physical intervention or whether it could be dealt with in a less intrusive way.
- Use of physical intervention must be in line with the Team Teach philosophy i.e. using the least amount of force possible and lasting for the least amount of time.
- Any staff and pupil involved must be allowed time to recover.
- Check and treat any injuries.
- Record on CPOMS and report back to relevant members of staff.
- Parents must be notified by phone or in person at the end of the day

Where it is judged that a child is likely to repeat the behaviour that required a physical intervention, a plan should be developed to reduce the risk of a reoccurrence. This plan should be developed in consultation with the Senco or another member of SLT. Any plan needs to be communicated to all staff who work with the pupil and to parents. Plans should be regularly reviewed and updated. Referrals to outside agencies, such as BASS or CAMHS, should be considered where a pupil continues to experience difficulties.

Person A with the pupil assesses the risk to the pupil and other pupils/adults in the area/property  Calls for help if needed or help script used by (B)  <p style="text-align: center;"><b>I am here to help</b></p> Class Teacher is informed if not already present.
Person A with the pupil remains calm, reduces language and any demands and tries agreed calming techniques.
(B) remains if necessary using no language
Person A with the pupil assesses whether to move the pupil or to remove the others from the area.  B waits for instructions.

Person A leads on the PI with B if necessary. The pupil is taken to a safe area.
Assessment of pupil and other pupils made and support given where necessary
Member of SLT asked for help if needed.
Continuous assessment made of the safety and welfare of pupil and staff dealing with the situation and time given for calming down
Record made of incident and PI on CPOMS
Parents informed by telephone call or in person. Note of this is made on CPOMS.
SLT to check in with staff involved