

# Gagle Brook Primary School Behaviour Policy and Procedures

## Key Document Details

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## Aim

Our aim at Gagle Brook School is to encourage the development of the whole person to live a happy and fulfilling life in a diverse community. We believe an orderly, calm atmosphere supports learning. The school recognises that pupils learn best when they feel happy and supported. It is our aim for every pupil to feel valued and exhibit a positive self-esteem. We strongly believe that physical, mental, and emotional wellbeing health contribute to positive behaviour outcomes. This is fulfilled through a nurturing school ethos and consistent expectations of very high standards of behaviour by all members of our school community.

This policy aims to identify the principles and expectations of how the whole school community (all staff, governors, pupils and parents) should behave towards one another. We strive to develop a happy and purposeful school ethos which is based on self-awareness, trust, care and respect for other people. Our school rules are based on these principles:

### *At Gagle Brook we care about each other, our learning and the world around us*

- To encourage a calm, purposeful and happy atmosphere in school
- To foster positive, caring attitudes by everyone towards everyone, where achievements at all levels and starting points are acknowledged, valued and are celebrated.
- To encourage increasing independence, where children accept responsibility for their own behaviour by understanding the emotions they feel, identifying strategies that are most effective for the individual and reflecting on how reactions and impulses can be managed in future through a restorative approach.
- To recognise that behaviour is a form of communication
- To establish a consistent approach to behaviour using agreed whole school scripts and strategies to promote developing progress towards emotional maturity and self-regulation.
- To ensure that everyone knows what appropriate and expected behaviour looks like
- To understand the impact of trauma and adversity on a child's mental health and well-being and identify where bespoke support and intervention may be needed.
- To identify triggers that may lead to emotional overwhelm through reflective practise in order to plan, intercept and minimise where possible.

## Rules

Our school rules are kept to a minimum and are based on principles which encourage and celebrate positive attitudes and behaviour and help to support those whose behaviour can be a challenge. The rules are based around our school values and how we promote a happy, safe and self-disciplined environment in which every member of the community has respect for each other. The rules are revisited and discussed regularly with the children to ensure the rights and responsibilities of individuals and the community as a whole are fully understood and agreed. As a school, we have an agreed behaviour ladder which sets out clear expectations for all of our school community (see appendix).

## Valuing Good Behaviour

Praise, rewards and positive reinforcement are embedded in everyday practice to create a positive, secure and welcoming atmosphere. Recognising, valuing and celebrating positive contributions to the school community and individual achievement is a way of school life. Teaching children how to mutually respect, value and celebrate the achievements and opportunities of others. Positive behaviour and achievements are valued and celebrated through:

- Modelling good behaviour and whole school expectations
- Verbal and non-verbal praise, private and public recognition and or congratulations
- Behaviour and Achievement Awards; children from each class who have demonstrated an outstanding contribution throughout the week, recognised in assembly and through the joining of the Golden Table on a Monday lunchtime
- Rewarding through our whole school house point system
- Head of School stickers and postcards are sent home for noteworthy behaviour or an exceptional piece of work
- Values Awards; children receive values bands for identified use of our school values, children can work towards completing their termly values mastery card
- Monitor system for older children, where children are given responsible jobs which help with the running of the school and encourage the social development of younger children
- Pupil Leadership Team

## Staff Commitment

All staff have a commitment to support the ethos of the school. They insist that politeness and good manners are essential and expected and lead by example. All staff recognise the important responsibility of modelling high standards of behaviour, in dealing with the children and with each other. Staff have the opportunity to develop their skills and confidence in managing children's behaviour through CPD.

### All Staff:

- Follow our agreed Gagle Brook Charter, which has values at the heart
- Model controlled, respectful, verbal, and non-verbal behaviour
- Are aware that behaviour is a form of communication
- Value each other's experience and skill set.
- Plan a stimulating, differentiated and personalised curriculum, which encourages motivation and challenge and avoids children becoming frustrated and losing interest
- Provide a caring and effective learning environment and create a positive climate with high expectations and celebrated success both inside and external to school of each other and all pupils.
- Promote honesty and courtesy and show appreciation of the efforts and contributions of all
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability, and disability

- Work positively with the class ensuring the children support each other and are aware of the needs of individual children
- Use Zones of Regulation to support all children throughout the school day
- Work closely with families, informing parents and carers of positive and negative behaviour and recognise when a child has an unmet need that could be the trigger for the behaviour
- Ensure all colleagues are aware of the needs of individual children so there is a consistent approach to behaviour management
- Appropriate behaviours are taught and reinforced on a regular basis through Jigsaw sessions, class and group discussions and assemblies. This includes Citizenship where social and moral dilemmas are discussed. Circle Time, role-play and small group discussions are used to explore values and beliefs and zones of regulation are used to promote self-regulation and alternate actions or responses to situations. Ideas explored are always linked to real life experiences.
- The well-being room is used to promote positive behaviours and support individual needs through nurture groups and personalised interventions.
- Access to the Sensory Room for some calming down or sensory modulation time (Wellbeing Wood)

### Pupil Commitment

All staff take time to notice general behaviour, praise good behaviour and take a shared responsibility for dealing with negative behaviour. They encourage children to:

- Follow the Behaviour Policy
- Always demonstrate the Gagle Brook Values, One Planet Principles and vision statement: *'At Gagle Brook we care about each other, our learning and the world around us'*
- Move sensibly and safely around the school
- Speak politely and with respect to all adults and children
- Always present their best class work and homework
- Always listen actively and contribute positively in all that they do in school
- Look after property carefully, putting it away after use and keep their belongings tidy in the cloakroom
- Attend and leave assembly quietly, listening to the music and what is being said and actively joining in when invited to do so
- Enter and leave promptly and calmly at the start and end of the school day, break times and lunch times

### Responsibilities and Consequences

Children learn that rights also bring responsibilities. Children, who have been reminded of their responsibilities and persist in being disruptive, are generally seen to be choosing to behave in a negative way. This is not the case for a small minority of children whose behaviour arises from known medical or social circumstances and who have an Individual Behaviour Plan, tailored to their circumstances and incorporating personal targets and rewards.

Where children are choosing to ignore their responsibility to behave appropriately; warnings are given to help pupils adjust their behaviour in line with our whole school behaviour ladder. Consequences are given after a previous warning where the pupil has not created the opportunity to adjust their behaviour. Consequences are intended for the child to reassess his/her behaviour and decide how to behave

appropriately in the future.

Each class teacher will have a system in class to remind children of the importance of behaving well in class. If a child misbehaves, they will receive a reminder of the rules of the class. If they continue to behave inappropriately, they may need some time out or to visit a member of the inclusion team. If a child does not change their behaviour, the teacher alongside a member of the Senior Leadership Team will choose an appropriate consequence.

It is every member of the school's community responsibility to prevent bullying, including cyber-bullying, racial or discriminatory bullying. Any incidents of bullying will be taken seriously and recorded appropriately.

Through the use of the PHSE and RSE curriculums, children are taught their responsibilities to treat their peers with respect and kindness, this includes the importance of consent and not engaging in any child-on-child abuse and sexual abuse. Sexually harmful behaviour from children does not always occur with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. For this reason, consideration will always be given to how the child displaying the behaviour is supported, in addition to the 'victim' of the behaviour.

All staff have a responsibility to understand that trauma can have a direct impact on children's mental and physical health and behaviour. At Gagle Brook we have a trauma informed mentor who supports children and planned provision in school.

### **Unacceptable Behaviour :**

- Any behaviour which affects the health and safety of others such as: throwing, tripping, poking, running inappropriately or physical abuse of others
- Any behaviour which prevents others from carrying out appropriate school activities such as: calling out, interrupting, unnecessary noise, unnecessary movement
- Unsociable, impolite, or abusive -physical or verbal -behaviour such as: swearing, name calling, teasing, answering back, poking tongues

Staff will not aim to humiliate children and consequences are reasonable, related, respectful, and fair.

### **Consequences will include:**

- A quiet verbal warning, including problem solving strategies
- "Time out" -spending short periods of time away from group or situation
- An appropriate community task -cleaning up mess they have made once they are have deescalated and are ready -logical consequence
- Write a letter of apology
- Speaking privately to their own teacher or a senior teacher during their own time
- Playtime or privileges withdrawn temporarily. School work is not offered as a punishment although tasks may be completed in the pupil's own time if appropriate
- Parents being informed.
- Payment for deliberate damage to property
- Records kept as a behaviour log on CPOMS
- Being sent to the Head of School or a senior member of staff
- A formal letter being sent home and kept on file
- In final analysis, where all other approaches have failed and where the safety of other pupils is at risk, suspension procedures for a fixed term may be considered.

### **This may lead to:**

- Lunch time exclusion
- Removal from class for part of the school day – reflective isolation



- Parents asked to come into school to discuss the situation
- Suspension for a fixed period
- Permanent exclusion

### **Physical support and Intervention (i.e. use of Team Teach)**

- There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others or serious disruption of others learning. There are members of staff that are trained in Team Teach which support both staff member and child in being safely supported or removed. However, it must be noted that all staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or young person or indeed any adult may be at risk.
- A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child or young person. Use of reasonable force is always a last resort. (see appendix 5 for more guidance around physical Intervention / reasonable force)
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, an adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils.
- All incidents involving the use of force will be recorded by staff involved as soon as possible on CPOMS alongside the details of the event, the triggers leading up to the event and the action taken as a result of the event. Parents will always be informed if their child has been involved in an incident where physical intervention from staff.

## Formal Acknowledgement of the Behaviour as a Special Need

If despite the approaches already described a child continues to behave inappropriately it may be necessary for formal special needs procedures to be put into place to help the child overcome the problem.

Parents are informed of concerns at an early stage and the possibility of further sanctions may be discussed and agreed.

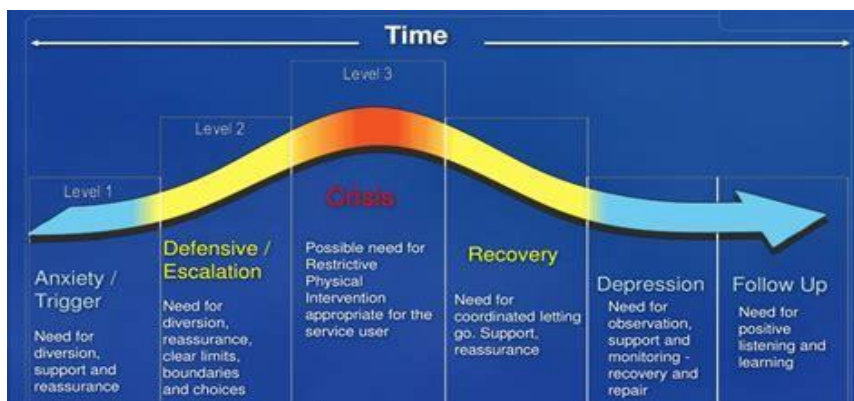
1. There will be an identification of the problems using Oxfordshire's moderation criteria and the child will be placed on the Special Educational Needs register at the appropriate level. A Provision Map and Pupil Profile will be generated, and the child will have targets to work towards to help them deal with this behaviour. Further details will be found in the Special Educational Needs Policy.

This will be shared with parents who will have a part to play in supporting the school. There may be a contract with the school, a behaviour card or a home school book depending on the age of the child.

2. If there are repeated incidents parents are called in to school to talk to the appropriate member of staff and further support will be designed and agreed by all involved to support the child.
3. If there is continuing concern, the Head of School, SENDCO, teacher and parent will meet to discuss the next steps.
4. There may be a whole school policy relating to the appropriate handling of the child which is shared with all appropriate adults at an early stage. The child will have an individual Positive Handling Plan and Risk Assessment written in conjunction with school staff, parents and the child.
5. Other agencies may be involved e.g., Educational Psychologist, Home School Link Worker, MHST and CAMHS.

## Types of behaviour

There are many forms of behaviour linked to safeguarding that may occur between peers and this list is not exhaustive. Each form of behaviour or prejudiced behaviours is described in detail followed by advice and support on actions to be taken. Training for staff happens regularly throughout the year to ensure we have a whole school culture understanding that behaviour is a form of communication and the importance of de-escalation through to the restorative follow up.



## Physical

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

## Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges May 2018

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

- Managing internally 65.1, page 27
- Early Help 65.2, page 28
- MASH referral 65.3. page 28
- Reporting to the police 65.4, Page 29

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

## Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated (“several times, on purpose”), or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, religion and excluding someone from a group on purpose.

Pupils who attend our school have the right to learn safely. We have child friendly anti bullying posters (see appendix) around the school to support children alongside lessons that teach about being kind and being aware of others feelings, through the Jigsaw scheme and class circle times. Please also refer to our Anti Bullying Policy and procedures.

## Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms:

- Abusive or threatening texts, emails or messages



- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online • Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

### **Sexting / Sharing nude or indecent imagery**

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks. It is a criminal offence. Anyone of any gender, can be a victim. This must always be referred immediately to the Designated Safeguarding Lead who will follow the UKCIS: Sexting in schools and colleges 2020 guidance.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.243\\_9\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.243_9_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

### **Recognising child on child abuse**

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child-on-child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator. Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously. There are child friendly safeguarding posters around the school so children know who they can talk to and that adults will always listen.

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret

Whether this was a one-off incident, or longer in duration it is important to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and

the impact of that language on both the children and the parents when they become involved. Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

### **Taking Action**

#### **Staff at Gagle Brook will always:**

- Take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

### **Recording sexualised behaviour**

#### **Staff at Gagle Brook will always:**

- Be clear, explicit, and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

### **Gather the Facts**

The Safeguarding Team at Gagle Brook School will speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

Staff will consider the facts and investigate whether this been a deliberate or contrived situation for a young person to be able to harm another? Decide on your next course of action. If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy. If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation.



# Behaviour Ladder

1	<p>Exceptional Behaviour Going above and beyond to show kindness.</p> <p>Consistently setting a good example.</p>	
2	<p>Displaying excellent behaviours in the classroom and around the school.</p>	
3	<p>Displaying excellent examples of our values and One Planet Principles.</p> <p>Being a good role model to other children in school.</p>	
4	<p>Not using 'Show me five'</p> <p>Not listening to an adult when they have asked you to 'STOP'.</p>	<p style="text-align: center;">Show me five</p>
5	<p>Not using 'Show me five'</p> <p>Disrupting the learning of themselves and others.</p>	
6	<p>Persistent disruption to themselves and others.</p> <p>Having to be reminded more than twice.</p>	<p><b>A consequence will be given:</b></p> <ul style="list-style-type: none"> <li>❖ Loss of some of your free time.</li> <li>❖ Loss of a club</li> <li>❖ Asked to work in reflective isolation.</li> </ul> <p><i>You will be expected to have adjusted your behaviour once the consequence has happened. A fresh start to the lesson will be applied.</i></p>
7	<p>Hurting myself.</p> <p>Hurting others with my words or actions.</p> <p>Damaging or attempted damage of property.</p>	<p><b>A consequence will be given:</b></p> <ul style="list-style-type: none"> <li>❖ You will spend the rest of day in reflective isolation away from your classroom.</li> <li>❖ Your behaviour will be recorded.</li> <li>❖ Your parents will be informed.</li> <li>❖ You may lose school privileges such as school clubs, events or activities.</li> <li>❖ You may be suspended from attending school for a fixed term.</li> </ul> <p><i>You will be expected to have adjusted your behaviour once the consequence has happened. A fresh start to the lesson will be applied.</i></p>



Earn your house points and a stamp on your Values  
Mastery Card by demonstrating your

**Gagle Brook values:**

**Empathy Determination**

**Unity Resilience**

**Respect Courage**

**Honesty Appreciation**

**Responsibility Positivity**

**Equality Happiness**

# Is it bullying?

When someone says or does something unintentionally hurtful and they do it **once**, that's **RUDE**.

When someone says or does something intentionally hurtful and they do it **once**, that's **MEAN**.

When someone says or does something intentionally hurtful and they keep doing it even when you have asked them **to stop** or shown them you are upset, that's **BULLYING**.



**Bullying at Gagle Brook is unacceptable. If you feel you are being bullied, tell an adult straight away.**

**EVERYONE HAS THE RIGHT TO FEEL SAFE AT SCHOOL.**







## GAGLEBROOK PRIMARY AND NURSERY SCHOOL

### Child Friendly Anti-bullying policy

Bullying happens.....

What to do.....

**S**everal

**S**tart

**T**imes

**T**elling

**O**n

**O**ther

**P**urpose

**P**eople

Together we can **STOP** it!



### What is Bullying?

In our school, bullying is hurting someone more than once, on purpose, by using behaviour or words which are meant to frighten or hurt that person.

## Bullying can be ....

**Emotional:** Hurting people's feelings, leaving you out.



**Physical:** Punching, kicking, spitting, hitting or pushing.



**Verbal:** Being teased, name calling.



**Written:** Letters, notes, graffiti.



**Cyber:** Saying unkind things by text, e-mail and on the internet.



## If you are bullied:

### DO:

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Tell an adult in school
- Talk to a peer.
- Talk to the Pupil Leadership Team.
- Get help.
- TELL SOMEONE.

### DON'T:

- Do what they say.
- Get angry or look upset
- Hit them.
- Think it's your fault.
- Hide it.



## What should I do if I see someone else is being bullied?

- Don't walk away and ignore the bullying.
- Ask the person to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening.

## Who can I tell?



- A friend
- A peer or a member of the Pupil Leadership Team
- A family member
- Any adult at school
- The Worry Box
- Any other Adult.

## Everyone at Gagle Brook School will work together to:

- Make our school a place where everyone can feel safe and happy.
- Help everyone to get along with each other because we believe that everyone has the right to be who they are.
- Always treat bullying seriously.

## We promise to always treat bullying seriously

**At Gagle Brook, we care about each other, our learning and the world around us**



## Appendix 5 - Physical Intervention / reasonable force Guidance

See also Use of Reasonable Force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### 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 extreme cases it may not always be possible to avoid injuring the pupil.

### 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.

### What about other physical contact with pupils?

It is not illegal to touch a pupil and the school does not have a 'no contact' policy. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Staff receive up-to-date behaviour management training; in addition, we have a number of accredited Team Teach teachers on the staff. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students.

These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property.



Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

#### Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen."
- Give direction

#### Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

#### Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control – children need to feel that adults are in control.

In the event of a serious incident eg a fight, staff should:

- Give clear and immediate instructions – "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk
- if not, call for assistance