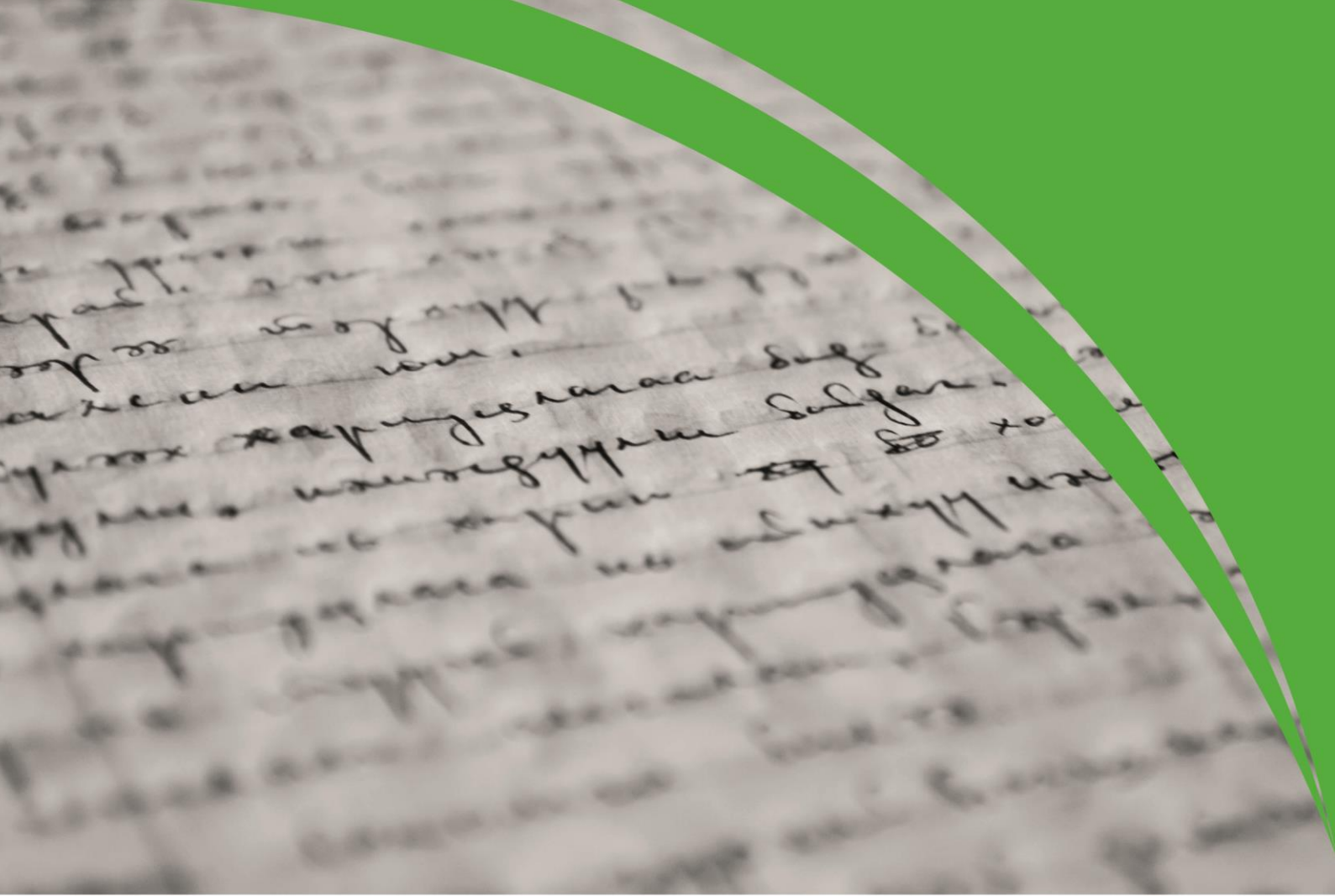




Behaviour Statement of Procedures

Key Document Details

School Name: Mountford Manor Primary School

Version no: 5

Author: Helen Wollington

Owner: Helen Wollington

Approved by: Simon Cowley

Ratified date: 01/09/25

Interim review date: 01/03/26

Next review date: 01/09/26

Overview

Mountford Manor Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Good behaviour is essential for effective teaching and learning to take place. The achievement of high standards of behaviour involves praise and rewards, sound relationships between teachers and pupils; coupled with stimulating teaching and learning. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. Our school behaviour policy reflects this and includes the ways in which we respond in these situations

Aims and Expectations

At Mountford Manor we have high expectations for children's behaviour and learning. Our behaviour policy aims to promote a learning environment where everyone feels happy, safe and secure

All children at Mountford have the rights to:

- Learn
- Be safe
- Be respected

It is a primary aim at Mountford Manor Primary School that every member of the school community feels safe, valued and respected and that each person is treated fairly. We are a caring community; our values are built on mutual trust and respect for all.

It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

As a school, we use a **Restorative Approach** to develop an ethos of kindness and co-operation throughout our school.

To promote a positive, safe learning environment we promote core values such as:

- Respect
- Caring
- Fairness
- Tolerance
- Friendship
- Honesty

Code of Conduct and School Rules

To promote a community that feels safe, valued and respected, each member abides by the school's **Code of Conduct**;

At Mountford Manor we...

1. Show mutual respect to each other.
2. Act positively to learning.
3. Show resilience by always learning from our mistakes.
4. Listen carefully to instructions.
5. Think before we act so we can make sensible choices.
6. Strive to go above and beyond in everything we do.
7. Show courage by asking for help when we need it.

Alongside this, children and staff follow school rules including;

- Positive Walking
- Holding doors for others
- Entering and leaving a classroom in a ready to learn manner.
- Wearing the correct school uniform

- Physical violence is not acceptable, neither is retaliation.
- Be punctual.

Our school's code of conduct is displayed and shared with the children throughout the school. To support the understanding of this, each statement is represented by a child friendly symbol.

Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented.

All staff are expected to apply the rewards and consequences in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

All Staff will

1. Model the behaviour we expect to see.
2. Use a consistent approach in recognising and celebrating appropriate behaviour referring to the school's code of conduct.
3. Remain calm in approaching all undesired behaviours and never ignoring or walking past children that are behaving inappropriately.

Senior Leaders will:

1. Support staff in managing children with more complex needs and behaviours by monitoring data and having a visible presence around school.
2. Celebrate staff, leaders and children whose effort goes above and beyond expectations.
3. Ensure staff training needs are identified and targeted

Leaders are not expected to deal with behaviour in isolation. Rather they are to work alongside colleagues to support, guide, and model and show a unified consistency.

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being kind or safe and for all aspects of good learning and behaviour. We encourage all staff to give verbal or written praise as often as possible alongside the other initiatives;

Positive Notes – Every member of staff has the option to send a Positive Note 'postcard' home to a parent. The idea is to celebrate when a child has done something well or acted above and beyond expectations. It is a chance to instantly share good news with parents and celebrate the good behaviour/learning of the children beyond the school gates.

Individual class points (house points) (i.e. Dojo Points)– all children belong to a 'house' these are; Longleat, Lydiard, Avebury and Bowood. Children will be rewarded by the giving of points for good learning, effort, demonstrating good use of the school values and good behaviour choices. There are two House Captains for each house and they form the 'Pupil Leadership Team' (PLT) working alongside the SLT to ensure Pupil Voice is always heard.

Weekly Celebration certificates - celebrating achievements are awarded weekly in assembly. The certificate celebrates achievements of individual children and their learning. Children who receive the certificate also are invited to Hot Chocolate club on a Monday. (This may be adapted into Freeze pop club in the summer months)

Weekly Values Certificate - celebrating children who demonstrate one of the school's values are awarded weekly in assembly.

Headteacher Award Sticker – awarded to children who have produced a particularly outstanding piece of learning.

Stickers - Children really enjoy receiving a sticker and verbal praise, something which is instant and

quickly shows parents and carers that they have had some positive praise. These are given out by any member of staff at any time of the school day at their own discretion.

Recognition board -Focusing on the positive and teaching specifics of behaviour. The idea is for all children to get on the recognition board each day when you catch them following a specific behaviour focus E.g. "All eyes on me", "purposeful tidying" etc. Once a child is on the recognition board, they stay there for the day. You can remind them that you know that they are capable of following the rule as they are on the board.

Lunchtime Golden Table –MDSA/Lunch hall supervisors award 4 children a week to sit on the Golden Table on a Friday, they can choose a friend to sit with them. They have a golden table mat, golden plates, cups, with their meals delivered to their table. This is an extra special incentive for children showing exemplary behaviour during the week in the lunch hall.

Consequences for undesired behaviour

Restorative approaches

Wherever possible, this School will seek to repair relationships using restorative approaches.

Restorative Approaches puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

Zones of regulations

As a school we will teach children to understand and manage their emotions through the use of the Zones of regulation approach. There is further information and advice for staff in the appendix 4 of this policy.

Four micro-scripts to use;

What you repeatedly say in response to poor behaviour is important.

Here are some key phrases.

'I've noticed.....'

Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the child to defend against.

'I need you to.....'

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Often introducing 'choice' in the moment is not helpful, 'You can choose to do this now or at break time' will tempt many children to go for the latter and that is not the outcome you really wanted.

'You are better than that...'

Instantly reminds the child that you have faith in them despite their poor behaviour today. Done well it can reframe the child as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

'I care about you'

Lets the pupil know that you believe in them and want good outcomes for them.

Stages of consequences (Steps)

When dealing with an incident of negative behaviour staff are to follow these stages (steps) of consequences.

1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations "I've noticed that you are not following our school's code of conduct" delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
4) Time out	Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. A bench is to be used in the playground for reflection time.
5) Internal referral	At this point the child will be referred internally to another room in the year group for the remainder of the lesson. All internal referrals must be recorded on CPOMS. If referral is needed at playtime then this will need to be referred to the class teacher and logged on CPOMS by the member of staff dealing with incident.
6) Reparation	A restorative meeting should take place before the next lesson. If the child does not attend or the reconciliation is unsuccessful the teacher should call on support from SLT who will support the reparation process.
7) Meeting involving parents	Continued breach of behaviour results in a meeting with parents, the class teacher, child and a member of SLT, recorded on CPOMS with agreed targets on a behaviour plan that will be monitored over the course of two weeks.

Children are made aware of the consequences of their actions (both positive and negative) through the school's Consequence Ladder (Appendix 1) furthermore, if a child threatens, hurts or bullies another pupil, the class teacher will follow the school's approach to tackling incidents/ claims of bullying. All incidents of significant negative behaviour will be recorded on CPOMS. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers to arrange a time to discuss the situation further. (Appendix 2)

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, causing physical harm, damaging school property; which goes beyond the breaking of class rules; the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative discussion will also form part of the process.

First incident

- CPOMS completed by an adult involved in dealing with the incident.
- Warning of next steps in future if there are repeated incidents of this kind.
- Class teacher informed (if they were not the member of staff completing the Log) parents will be notified verbally.

Second incident

- CPOMS completed by an adult involved in dealing with the incident.
- Class teacher informed who will notify parents of the incident verbally, this may be supported by a member of SLT if necessary.
- Staff to consider the use of 3 houses to find out any underlying issues for this behaviour.
- Teacher's to look at core standards quick check documents to ensure that universal provision is in place to support this child.

Third incident

- CPOMS completed with the involvement of SLT
- Parents contacted and possible following actions: - Possibility of a weekly report
- Possible referral to SEMH team and further support if necessary
- Warning of future consequences, including internal isolation and risks of exclusions

Sanctions for serious behaviour will follow the steps above and may include:

- A teacher's immediate use of step 3 of the Consequence Ladder i.e. the child leaves the classroom and is deemed unsafe.
- A verbal warning by the Headteacher or Assistant Headteacher as to future conduct
- Withdrawal from the classroom for the rest of the day (Internal exclusion/isolation)
- Communication with parents informing them of the incident
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures may be implemented. Borough guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.
- A case conference involving parents and support agencies
- Extreme situations of serious behaviour may result in the child moving more quickly to Headteacher involvement.

All actions as a result of a behaviour incident must be logged on CPOMS and any meetings with parents will require notes to be taken. Records are an important step to get the right support.

Playtime or Lunchtime Exclusion

If, as a result of a restorative conversation, it is decided that a child should miss their playtime. The child will miss out on a period of free time (lunch or break). Any loss of time will be reported to the child's parent/carer and recorded on CPOMS.

Loss of free time will be monitored by a member of SLT on a weekly basis. A more formal meeting with both the parents/carers and class teacher may be arranged if a pattern of negative behaviour is emerging so that the causes of this behaviour can be investigated.

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 3 for more guidance around physical Intervention / reasonable force) [Use of reasonable force and other restrictive interventions guidance](#)

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 immediately after the incident on CPOMS using the appropriate 'physical intervention' form which is time-stamped and cannot be edited without an explanation.

Child on Child Abuse

We recognise that children are capable of abusing other children. We understand that the pupil/student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

Child on Child abuse can include but are not limited to sexual harassment, sexting and sexual violence.

Sexual Harassment/Violence

Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

- All incidents of sexual harassment or violence will be recorded, reported and investigated.
- Will be reported to the safeguarding team.
- Staff will follow the safeguarding procedures set out in the safeguarding policy. (See Safeguarding Policy for further information)
- Parents will be informed.
- Additional lessons using Jigsaw and NSPCC resources relevant to the incident e.g. Use of the pants rule
- Pastoral support for the parties involved

For more information on how the school deals with concerns surrounding Child on Child Sexual Abuse/Harassment and/or Harmful Sexual behaviour see School's Safeguarding Policy.

Bullying (including Cyber-bullying)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

At Mountford Manor Primary School, we recognise that bullying can take place in many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Racist and Religious Bullying
- Sexual, Sexist and Transphobic Bullying
- Homophobic Bullying
- Disablist Bullying

As a school we:

- do not tolerate any form of bullying
- will never ignore Bullying
- record all instances of bullying on CPOMS (using appropriate Tags to help us monitor and track different forms of bullying so that our PSHE/RSE curriculum can be tailored to meet ongoing needs)
- will inform parents and carers of bullying via telephone or in face to face contact
- address every instance of bullying, in line with the Anti-Bullying Policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- will support children and young people to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.

A flow chart has been produced to support staff in dealing with allegations of bullying; and to help communicate with parents/carers how incidents are dealt with (Appendix 2)

Further guidance is available in the school's Anti-Bullying and Online Safety Policy which is available on request from the school and on the website.

Discriminatory language/incidents

- Incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They will be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They will be recorded appropriately on CPOMS, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

Incidents involving children with SEN, disabilities and or medical conditions

As a school we recognise the impact of trauma and adversity on children's mental and physical health and behaviour.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, at Mountford Manor we consider the risks carefully recognising the additional vulnerability of these groups.

As a school we consider our duties under the Equality Act 2010 in relation to making reasonable adjustments by planning positive and proactive behaviour support. This is done through the drawing up of individual behaviour plans for more vulnerable children, and agreeing them with parents/carers. We recognise by doing this as a school we reduce the occurrence of challenging behaviour and the need to use reasonable force.

Suspensions and permanent exclusions

The school follows the process and procedures outlined in the Government's August 2024 Suspensions and Exclusions guidance - [Suspension and permanent exclusion guidance](#)

As outlined, only the Headteacher has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. In exceptional cases it is also possible for the Headteacher to convert a suspension into a permanent exclusion if further evidence comes to light and the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members.

This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the executive Headteacher and Headteacher of that setting must comply with this ruling.

Roles and responsibilities

The role of the Class Teacher and Teaching Assistants

- It is the responsibility of the class teacher to ensure that the school rules/code of conduct is implemented in their class and that their class behaves in a responsible manner.
- The class teachers in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability. Staff recognise that sometimes behaviour is a form of communication and their actions should always be through a restorative approach.
- Our class teachers treat each child fairly and implement the classroom code consistently. Our teachers treat all children in their class with respect and understanding. Teachers are expected to respond to incidents of negative behaviour through a Restorative Approach using Restorative chats/conference as a means of de-escalation. Through the training staff have received in regards a restorative approach to behaviour management; staff have effective strategies for responding to challenging, disruptive or withdrawn behaviour.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (CPOMS). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of SLT (Appendix 1).

- The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SEMH outreach service after discussing their behaviour with parents/carers.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to ensure that all staff implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps record of all reported serious incidents of misbehaviour. These are discussed, monitored and reviewed by the Headteacher.
- The Headteacher is the only person who has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are recorded and reported to the LA and Governors.

The role of parents/carers

- At Mountford Manor we work collaboratively with all parents/carers to enable a positive working relationship.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- Pupils' learning is enhanced by a positive relationship between home and school. Parents can contribute in the following ways:
 - Being interested in their child's learning
 - Understanding and supporting school procedures and rules
 - Being willing to support activities related to school
 - Being aware of their child's role within the community
 - Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual
- Being alert and ready to learn
- Wearing correct school uniform
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters
- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending parents' evenings and school meetings
- Informing the school of absence by telephoning on the first day.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness.
- The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the executive members of the trust about particular disciplinary issues. The executive members of the trust must take this into account when making decisions about matters of behaviour.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Helen Wollington
Headteacher

1st September 2025

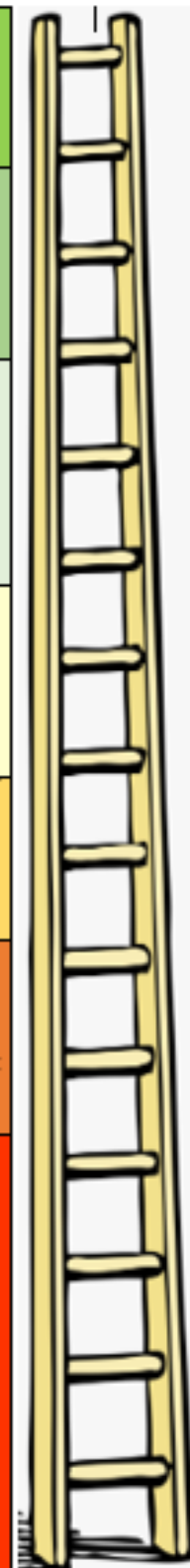
Review date: 01/09/2026

Consequence Ladder

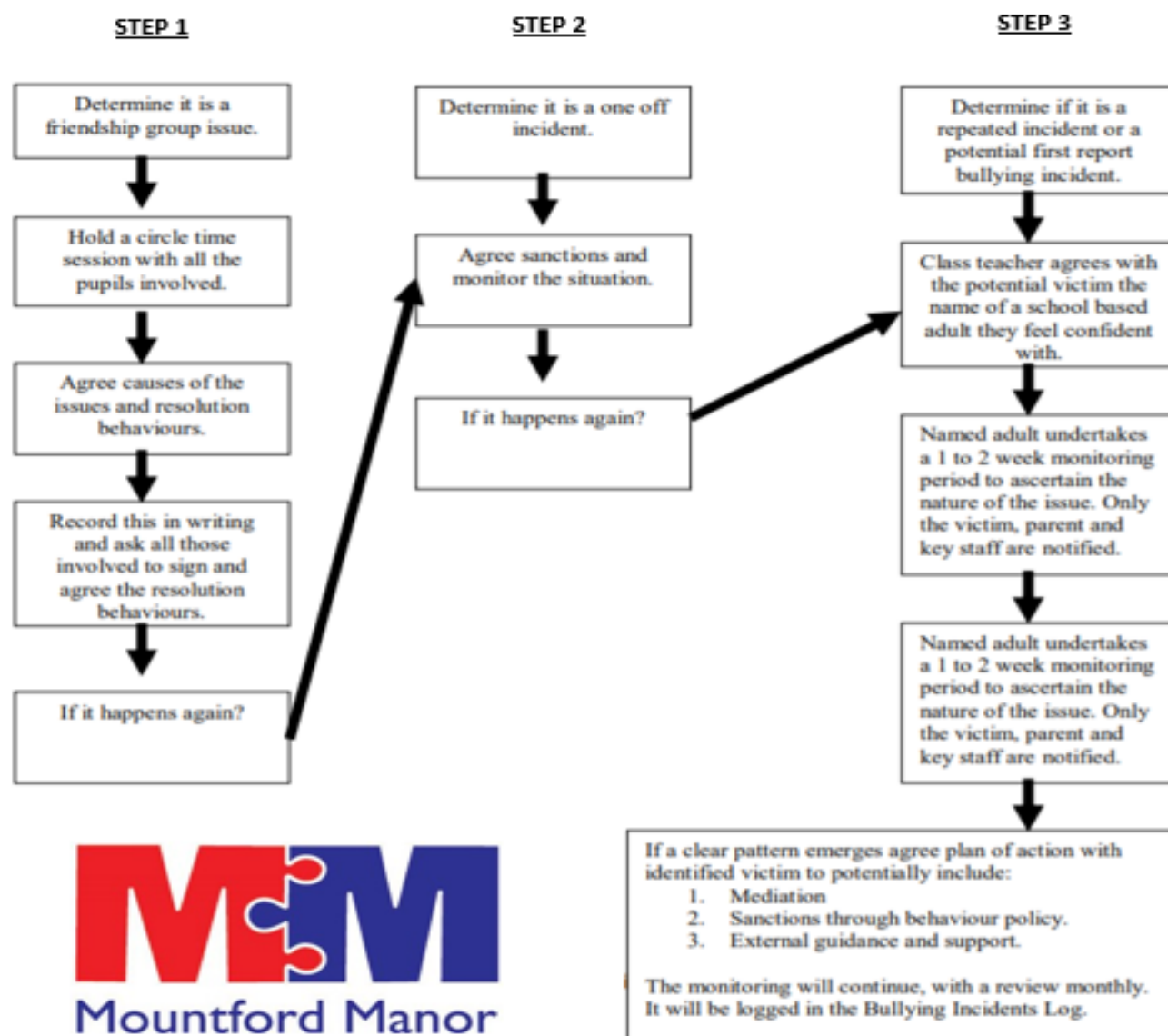
At Mountford Manor we value everyone and endeavour to create a welcoming, caring and safe environment. We want our pupils to be confident, caring, compassionate and respectful members of their communities and the wider world. We do this by upholding our school values and abiding by our school code of conduct.

However, sometimes we need to be reminded about how to behave properly and what the consequences will be if we don't.

Going above and beyond in class or at lunchtime or breaktime 	Positive note sent home to parents Celebration in assembly / invited to Hot Chocolate Friday
Consistently demonstrating good values or a particular example of excellence in your class work. 	Values award and excellence award Celebration in assembly / Invited to Hot Chocolate Friday
Being a good role model to others in your class by consistently demonstrating expectations set out in Code of Conduct 	Class merit (raffle ticket, Dojo point etc.)
Following class rules, demonstrating expectations from Code of Conduct 	Praised by the class teacher, TA or member of SLT
Not following the rules set out in the school code of conduct. 	WARNING: You will be given a reminder by a member of staff and then expected to put it right by showing them you can follow the school code of conduct for the remainder of the lesson. You may be asked to move seat.
You continue to misbehave after your warning and continue to not follow the school code of conduct. 	You will lose some of your own time (break time or lunchtime detention) Your behaviour will be recorded At lunchtime/playtime you will be sent to the time out zone.
Regular and repeated breaking of school code of conduct over a number of lessons within a day. 	You will be removed from your own class for the rest of the day and placed in another year group to do your work (SLT member's classroom). You will lose <u>all</u> of your own free time the following school day (both lunch and break time) Your behaviour will be recorded. Your parents/carer will be informed at the end of the day by your class teacher. If a repeated incident occurs on a single day at lunchtime/playtime you will be sent in to school to spend the rest of your own time with a member of SLT.



Mountford Manor; Approach to tackling incidents/ claims of bullying flow chart



Any claims of bullying are to be taken serious and approached using the above flow chart. It is the responsibility of the class teacher to initiate actions in Step 1 and Step 2. Any actions taken in Step 2 and Step 3 should be recorded in CPOMS and Principal should be Alerted. Step 2 and Step 3 actions should be tagged initially as Behaviour Log.

If a clear pattern emerges and it is deemed that bullying has taken place any actions should be logged in CPOMS under the tag Bullying.

The above flow chart is in line with the school's Anti-Bullying Policy

Appendix 3 - Physical Intervention / reasonable force Guidance

See also Use of Reasonable Force [Use of reasonable force and other restrictive interventions guidance](#)

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

Appendix 4 – Zones of Regulation

The school also uses the Zones of Regulation to help children understand, recognise and moderate their emotional responses. This compliments our behaviour policy.

This is a whole school approach to help children manage their emotional literacy. It is not a discipline model but helps children to understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses.

Our task is to help individuals to regulate themselves into the 4 optimal zones:

Blue zone: Emotions in this zone are sad, tired, sick or bored

Green zone: optimal zone Emotions in this zone are happy, calm, feeling okay, focused, ready to learn

Yellow zone: heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control.

Red zone: intense and extreme Emotions in this zone are mad, angry, terrified, elated, out of control.

Staff should model which zone they are in, eg I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are.

Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, ie not toe-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.