

# St John Fisher RC Primary School Relationships & Behaviour Policy



**Headteacher: Ms. J Kenna**  
**Chair of Governors: Mrs. K. Blom**

**Agreed September 2023**  
**Review date: September 2024**

## Aims of the Policy

- Encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring relationships between everyone showing empathy and accepting differences.
- To have a consistent approach to behaviour throughout the school, which uses positive language, strong relationships and behaviour management strategies, supported by parental cooperation and involvement.
- To encourage all behaviour to be understood as a way of communicating and responded to in an informed manner including exploring possible reasons for behaviour.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour and use strategies to support themselves.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness and understanding about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

### **Children's Responsibilities are:**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To listen and respond appropriately, following the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

### **Staff Responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To recognise and accept individuality, develop awareness of children's differing needs, and actively seek an understanding of these needs and how best to support them.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules, rewards and consequences clearly and consistently.
- To act as a good role model.
- To form good relationships with parents and carers so that all children can see that the key adults in their lives share a common aim.

### **The Parents'/Carers' Responsibilities are:**

- To make children aware of appropriate behaviour in all situations.
- To ensure their child comes to school regularly, on time with correct equipment and uniform.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

## **Behaviour strategies and the teaching of expected behaviour**

The expected standards of behaviour link directly to our Mission Statement and School Motto and are underpinned by the gospel values of love, tolerance, respect and understanding.

Pupils are taught about their rights and responsibilities. As a class group children contribute to a whole class Zones Of Regulation toolkit to support regulation and behaviour. Where needed some pupils work with support staff to develop an individualised plan based on the class toolkit. These reflect the expectations and actions of the whole school community in supporting appropriate behaviours and a positive environment for all stakeholders.

Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

### **Rewards/Motivators**

The reinforcing of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a pupil's life. Rewards/ motivators are those that are given to a pupil after he/she has behaved in a way that gains approval. For example, a pupil gets stars/stickers for completing his/her work. Rewards/ motivators are tangible and are designed to motivate positive behaviour.

#### **Age specific rewards/motivators can include:**

##### **In the Foundation stage (Nursery and Reception)**

The prime behaviour promoted is to have '*Kind hands, gentle voices and love in your heart*'. Children are rewarded for desired behaviours such as: good listening, solving a problem, working well with their peers etc. Children are praised, given stickers/marbles or visit another class/leadership team staff to share and celebrate their achievement. Children are also rewarded by becoming 'Star of the Day'.

##### **Year 1:**

Children are rewarded for positive and expected behaviours such as: trying hard, completing an activity, learning their spellings, working well with others, looking after their peers etc. Children are praised and a number of interactive rewards are used.

##### **Years 2-6**

Praise for desired behaviour remains the most common reward. Alongside whole school reward systems.

### **Whole School Reward Systems**

**House Points:** House are named after four elements: Air, Water, Fire, and Earth and have associated colours white, blue, red and green. House points are given for significant examples of desired behaviour. Coloured tokens are collected in a display at the front of the school and the House with the most tokens each half term receive a reward such as an additional 'mufti day/movie afternoon.'

**Building Better Learning:** This was developed in consultation with pupils and links closely with the strapline from our School Motto '**Love, Learn, Achieve**'. Children are given advance notice of an aspect of desired behaviour, a pupil who has exemplified this behaviour is chosen from each class each week. They are commended in an assembly, receive a certificate, a Lego themed reward, are mentioned in the weekly 'Headlines' and add a named brick to our Better Learning Building.

**Head Teacher/Deputy Head Reward:** If children work particularly hard on a piece of work they may visit/be visited by Miss Kenna/ Mrs Ellerker will be told and will visit the class to praise/ reward the pupil where they receive a sticker and a postcard will be sent home.

**Attendance and Punctuality:** each week the classes with the best attendance and punctuality are named in the weekly Headlines.

### Supporting behaviour

We recognise that all behaviour is communication. We also recognise that the needs of pupils are all different. There are always reasons why a child is unable to learn effectively and may display behaviour that stops/hinders learning. Behaviour that stops learning for an individual child can also stop the learning for other pupils.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Using non-verbal and verbal cues to refocus a pupil.
- Recognising and rewarding positive learning behaviours.
- Providing a change of activity or sensory break/learning break, if required.
- Recognising and validating a pupil's actions and feelings; ensuring that the pupil understands that their behaviour is stopping learning and encouraging them to take responsibility for their actions.
- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Behaviour Mentor or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room

In order to model appropriate behaviour in the playground, teaching and support staff supervise games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

### **Consequences**

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences. In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community

It is not appropriate to specify the consequences for each particular action. The circumstances and age of the pupil must always be taken into account. Consequences for behaviours of concern will only be used with pupils who are at an age appropriate stage emotionally, meaning that they are able to exercise some control or choice over their behaviour. With these pupils adults will review what happened with the pupil and whether there was anything that could have been done differently to support the young person to understand and manage their own behaviour. Where at all possible, these should be a 'natural or logical consequence' (tidying up mess made, carrying out an act of kindness if they have been unkind to another). These consequences may be

personal to the individual child/circumstances. When thinking of logical consequences staff will apply the 3Rs approach, Related, Respectful, Reasonable.

Consequences help show children and young people that they have an impact on the world and can help to establish secure boundaries. It is important that consequences are natural or logical in order to show cause and effect e.g. the consequences need to be clearly linked to the behaviour. Traditional behaviour management strategies, (isolation from peers through detentions or exclusions, punishments for ‘negative’ behaviour and rewards for ‘positive’ behaviour) aim to address behaviour, but can fail to link cause and effect – often leading to feelings of shame.

Children act in ways that may seem inappropriate because they have not found a way to express their feelings and needs more effectively. We aim to look behind the behaviour to what they are trying to tell us, not just focus on the behaviour itself. All consequences should be clearly connected and linked to the behaviour. The consequence is then explained as being a result of a choice the child/young person made, rather than being experienced as a punishment. This will help them to begin to realise they have an impact on the world.

### **Natural Consequences**

Natural consequences occur without an adult having to do anything e.g. when a pupil doesn't complete homework, they have to admit to the teacher that they haven't done it, if they refuse to eat lunch they will be hungry, if they refuse to wear a coat outside and it rains they will get wet. This helps pupils to learn cause and effect. It is also a time for school staff to provide nurture. This will help the pupil to learn that they can trust you to help them, and that when they make a mistake they will still be valued by adults who care about them.

### **Logical consequences**

If natural consequences are not possible or safe, school staff will use logical consequences. These are consequences that are enforced by adult in charge and should be directly linked to the behaviour.

**For example, if a pupil is playing with a football in class, after being told to stop and it hits somebody.**

<b>Natural</b>	<b>Logical</b>
Is that they have hurt someone and they feel bad. This behaviour is unsafe, so a logical consequence is likely needed.	Is that the pupil's football is removed for the rest of the day and they work with an adult to apologise for hurting the other pupil

“Blanket” punishments (eg a whole class penalised for the offence of a few children) are avoided. Blanket rewards are acceptable!

We do not write pupils names for inappropriate behaviour where other pupils can view them, however may record a ‘warning’ of behaviour for the teachers viewing so that pupils are aware they have the opportunity to change their behaviour.

We use a range of positive behaviour management strategies (see appendix 1)

**Age specific consequences for low level inappropriate behaviour** (see appendix 2 for definitions)

While our focus is always on promoting positive behaviour and educating children about the choices they make, clear consequences for inappropriate behaviour are explained to children, and used where appropriate following a consistent approach across the school. These consequences will be only put in place after positive behaviour management techniques have been used (see appendix 1 for strategies).

If the behaviour expectations in the classroom and around the school are not met we will use some or all of the following approaches. These approaches are not followed in any particular order:

- Give a reminder using positive language about what is expected.
- Give a discreet personalised consequence relevant and proportional to the pupil's actions, age, emotional development stage and individual needs.
- Reduce the 'playtime' of the child.
- Log the behaviour.
- Provide structured playtimes to support pupils who struggle to meet these expectations in the playground.
- Continuing a learning task for a limited period.
- Repeating an activity.
- A time bound community task such as collecting litter, tidying the school etc.
- Structured supervised play.
- Taking some time out to cool down
- Make a referral for support from other agency

**If behaviours that stop learning are frequent we will:**

- Inform parents/carers.
- Endeavour to understand why a child is exhibiting certain behaviours and consult with the Headteacher, Deputy Headteacher, Inclusion Manager or other agencies for advice.
- Create an individual behaviour plan/risk assessment with pupil and parents/carers which will be shared with appropriate staff and reviewed regularly.
- Provide consequences that are personalised to individual pupils and focus on supporting the pupil's needs/understanding.
- Use support from individual outside agencies.

Where behaviour has been directed towards other pupils, consequences can also include:

- Verbal reprimand (preferably in private), with the use of a social cartoon where needed, once the pupil is able to engage.
- Opportunity to give a structured 4 part verbal or written apology
- Restorative action
- Contact with parent

**Consequences for moderate and serious level inappropriate behaviour (see appendix 2)**

These must always be reported to the Head Teacher who will decide on the most appropriate course of action on a case by case basis taking all contextual details into account. These include the age, understanding and circumstances of the pupil concerned as well as if this is a first offence

or a continuation of inappropriate behaviour. The consequences below represent actions which can be applied at the Head Teacher's discretion as can other measures such as behaviour contracts/plans. Should the Head Teacher feel it necessary he/she will consult with the appropriate committee of the Governing Body.

## **Consequences**

Verbal reprimand  
Opportunity to give a structured 4 part verbal or written apology  
Restorative action  
Contact with parents  
Internal exclusion  
Fixed term/temporary exclusion  
Permanent exclusion

Internal exclusions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term exclusion is the decision of the Headteacher following an investigation. Internal exclusions and fixed term exclusions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

## **Prohibited items**

Items that are prohibited in school or on school visits are: mobile phones (unless agreed by the Head Teacher and handed in to the class teacher), digital cameras, cigarettes, alcohol, fireworks, illegal drugs, legal highs, knives, weapons, inappropriate magazines, or articles likely to cause offence.

## **Confiscation**

DFE advice is that school staff can confiscate any prohibited item found. They can also seize any item, however found, which they consider harmful or detrimental to school safety. It is dependent on the item as to whether this is returned directly to the child, to the child's parents, handed to the police or disposed of. Low level items causing disruption in class will be returned to the child on a first occasion and to parents on further occasions.

Pupils are not allowed to bring any personal items into school apart from:

Daily: named water bottle, hat and/or coat/ lunch box

Yr 6 **ONLY** mobile phone if travelling to or from school unaccompanied. This **MUST** be handed in to the class teacher everyday.

Weekly (Y3-6) a reading book which will remain in school Monday- Friday

## **Reasonable Force/ Safe Handling**

This is explained in the addendum below – Positive behaviour policy.

## **Malicious, unfounded accusations against staff**

If a pupil is found to have made a malicious accusation against staff, they could be excluded from the school.

## **Non-criminal / inappropriate or bullying behaviour off school premises**

If a pupil of the school is observed, by a member of staff, or reported to the school by a member of the public, carrying out non-criminal / inappropriate or bullying behaviour, the school will contact the parent/carers of the pupil to discuss consequences of actions that will be put in place. Depending on the severity of the behaviour the consequences laid out in the policy will be carried out.

The implementation of the practices and procedures outlined in this policy is the responsibility of the staff, children and school community. This policy is written in accordance with the duties as expressed in the Equality, Safeguarding and SEN policies

### **Relationship repair**

Some children may not have experienced relationship repair from caregivers, so it is important to do this in order to model to the child/young person. Adults at school will help them to learn that although relationships may experience a rupture (e.g. staff implemented a logical consequence/a friend has been upset), there is always the possibility of repair, and that your/their relationship is stronger than the incident.

In order to offer time for repair adults will remember the following;

- Take the time to regulate
- Listen to both sides of the incident
- Be curious about why the child/young person carried out the behaviour to understand the trigger.
- Accept and empathise with their feelings (emotion coaching)
- Help them put meaning to their behaviour
- Offer a restorative conversation or visual cartoon to understand impacts on others and encourage responsibility

Policy reviewed: September 2024



## **Positive Behaviour Strategies**

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm:  
**Acknowledge** (notice and describe the behaviour), **approve** it (say why it is good) and **affirm** (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the "look".
- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Thank the child** for compliance at the beginning of the instruction to encourage compliance. 'Thank you for picking up that paper.'
- **Re-direction-** repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer to a disruptive pupil (where behaviour displayed makes it safe to do so) using contact at eye level and speaking in a calm, controlled and polite tone.
- **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).
- **Choices-** "There are already 3 pupils at that activity, you can do x or y - which are you going to do?"
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

### **Levels of inappropriate behaviour**

It is important to recognise that some inappropriate behaviours are more serious than others. Staff will consider the age, understanding and circumstances of the pupil concerned as well as if this is a first offence or a continuation of inappropriate behaviour.

Some examples of more serious inappropriate behaviours include:

- Assault
- Vandalism
- Physical/verbal threats
- Racist or homophobic abuse
- Stealing
- persistent threatening/aggressive behaviour

This list is not exhaustive and judgements remain at the discretion of the Head Teacher.

## **Positive Behavioural Support Policy**

### Aim

At St John Fisher keeping pupils safe is of paramount importance. We recognise that positive relationships between staff and pupils is the key to promoting good behaviour and to avoid challenging behaviour. However, in an inclusive school there may be occasions when behaviour poses a risk to pupils or others. This policy outlines how we support staff to manage incidents and how we promote positive relationships at school between staff and pupils.

As a school we are committed to

- Ensuring that all staff have a common understanding of behaviour as a form of communication and are supported to make sense of difficult or distressing behaviour
- Ensuring all staff understand the importance and significance of touch in a school environment
- Providing appropriate training to develop staff skills in de-escalation (CPI accredited)
- Making sure that staff have a shared understanding of risk and know how to reduce risk in a school environment
- Ensuring all staff are aware of their legal duties and the legal framework underpinning the management of challenging behaviour.
- Supporting staff to manage their own emotions when managing challenging behaviour and providing support where required after an incident.
- Supporting children and young people to understand and manage their own behaviour.

**This policy should be read in conjunction with other key schools policies e.g. Relationships and Behaviour, safeguarding, SEND.**

### **1. Building Relationships and a Whole School Approach**

We recognise that fostering positive relationships amongst pupils, staff, parents and the local community is the key to positive behaviour support. As a school we are committed to developing a whole school approach (as explained about in the relationships and behaviour policy). This is built on mutual respect, trust and commitment to listening to, and involving pupils, parents and staff in developing our policies and practices.

We aim to be fair and consistent in how we support positive behaviour, providing clear expectations, rewards and consequences that are shared with the whole school community. These are reviewed on a regular basis to ensure their effectiveness. We understand the importance of creating a positive environment where adults model positive attitudes and interactions to all members of the school community, and where all pupils feel safe and welcome.

Evidence shows clear links between good behaviour and effective teaching and learning. 'Quality First Teaching'<sup>1</sup> is our initial response to meet the additional needs of pupils. This includes appropriate training

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<sup>1</sup> "quality first teaching" refers to high quality teaching including a broad range of teaching strategies, which are adapted to meet the needs of pupils, and relevant assessment to inform teaching and learning and the early identification of under achievement.

for our staff regarding the specific needs of our pupils, e.g. autism, speech and language needs, ADHD and attachment difficulties.

We recognise that whilst all pupils will benefit from a clear structure for behaviour, some pupils will require a more personalised approach. We will make all reasonable adjustments to support pupils' additional needs to reduce the likelihood of high-risk behaviours. We also provide a range of interventions to meet the social and emotional needs of our pupils, these include *Lego therapy, ELSA, Jigsaw4u, pastoral support, a key adult, VBS* (more information about our interventions and support can be found in our *SEND information report*).

Our school works in close partnership with other agencies and families to ensure that we provide timely and effective support. Parents and carers are involved when creating and reviewing SEN support plans and risk assessments. We provide a graduated response to a range of needs and we involve external agencies as appropriate (*link to Merton SEMH graduated response – not yet available will be amended when available*).

## **2. Behaviour as communication**

*“Behaviour is a means of communication and all behaviour has a purpose. Behaviour that challenges may signal a need for support. Behaviour policies and practice should recognise this and support children and young people to develop alternative ways of expressing themselves that achieve the same purpose but in more appropriate ways.”*

Restraint and restrictive intervention: draft guidance DoH and DfE November 2017 Paragraph 20)

[www.gov.uk/government/consultations/restraint-and-restrictive-intervention-draft-guidance](http://www.gov.uk/government/consultations/restraint-and-restrictive-intervention-draft-guidance)

In recognition of this, when behaviour is concerning we seek to analyse and identify triggers and the underlying needs. We believe that all staff have a responsibility to manage their own emotional responses to behaviour in recognition that their behaviour influences the behaviour of those around them including pupils. As a staff group we endeavour to be reflective practitioners (*e.g. we offer a range of group/individual reflective practices to staff including solution circles and supervision*).

## **3. Touch and Relationships**

*“The department believes that the adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact.” (DfE: Keeping Children Safe in Education KCSIE2018)*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/737289/Keeping\\_Children\\_Safe\\_in\\_Education\\_Sept\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf)

Touch occurs in many aspects of school life for example during music or PE lessons, when giving first aid, or during a fine motor skills activity. We recognise that appropriate touch is an important aspect of healthy relationships.

Children learn who they are and how the world is by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development including their emotional health and wellbeing.

Some of our pupils who require emotional support at school may have experienced trauma or distress and some may not have had a positive start in life.

It is with this in mind that our staff seek to respond to pupils' developmental needs by using appropriate safe touch. Research has shown the importance of safe touch as a positive contribution to brain development, mental health and the development of social skills.

Children need affection to remind them that someone cares. Our staff will only make physical contact with children in order to meet their physical, developmental, emotional or safety needs. When a child needs affection, reassurance or comfort, it is appropriate to respond in a manner suitable for that child's developmental stage and needs. Staff must ensure that their actions do not make them vulnerable to misinterpretation and must always be aware of gender, cultural and individual factors that may play a part when considering appropriate touch. Always consider the best interest of the child and ask permission of the child where appropriate.

#### **4. Safety and Risk Reduction**

*“Behaviours that challenge are often foreseeable, though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. Settings and services can seek to improve foresight by:*

- *Exploring why children or young people behave in ways that pose a risk*
- *Trying to understand the factors that underlie or influence the behaviour*
- *Recognising the early warning signs which indicate that the behaviour is beginning to emerge*
- *Developing the skills to manage difficult situations competently and sensitively.”*

Restraint and restrictive intervention: draft guidance DoH and DfE November 2017

*“By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force”*

*DfE KCSIE 2018*

At St John Fisher, we are committed to taking all reasonable steps to minimise behaviour that is a risk to pupils or to other members of the school community.

Our approach to planning support for our vulnerable pupils always seeks to be person centred and to capture the voice of the child and family where at all possible. Our graduated approach to pupils with SEN follows an 'assess, plan, do, review' process and ensures that we take an increasingly personalised and multi-agency approach to pupils with the highest level of needs.

As an inclusive school, we recognise that pupils with a variety of needs will require us to make reasonable adjustments to our environment in order to reduce levels of stress and anxiety. In addition, we aim to identify children's individual triggers, to pre-empt difficulties where possible and to provide opportunities to calm if they are needed. We always follow up any high risk incidents with pupils and with staff and take steps to reduce the likelihood of the situation happening again. Key staff are trained in de-escalation skills.

We provide support to pupils to teach coping strategies through our whole school Personal Social and Health Education programme(Jigsaw), the use of Zones of Regulation across the school and through our targeted small group work and through our Emotional Literacy Support Assistant (ELSA) 1-1/small group sessions.

If a pupil's behaviour presents a risk to themselves or to others, in the first instance we write a risk assessment to identify and put in place additional measures to lower the risk for all concerned. These are developed in dialogue with pupils and families. For pupils with the highest levels of need this is a multi-agency plan which includes a behaviour support plan. These are regularly reviewed by relevant staff to ensure that they remain effective.

*"We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support, empower and keep children safe"* OFSTED – Positive Environments Where Children Can Flourish 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/693446/Environments\\_where\\_children\\_can\\_flourish.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693446/Environments_where_children_can_flourish.pdf)

## 5. The Use of Physical Intervention

*"Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm."*DfE Use of Reasonable Force in Schools 2013

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

The DfE guidance on the use of force 2013 outlines the situations when force can legally be used in schools. Our approach is to focus on risk reduction to minimise the likelihood of restrictive physical interventions needing to be used in our school setting. Most behaviour can be anticipated and planned for.

*"Any use of restraint carries risks. Risks may be to the child or young person whose behaviour challenges, other children and young people, staff, other adults or property. They may arise as a result of interactions between the child or young person and their environment, the direct impact of the child or young person's challenging behaviour, or measures and interventions used to limit or manage risks to the child and/or others.*

*Those risks need to be balanced against the risks associated with other courses of action, including the risks of taking no action at all. Risks associated with applying restraint or deciding not to do so include causing physical injury, causing a flight response, psychological trauma, distress and emotional disturbance to the child or young person and to staff."*

Restraint and Restrictive Intervention: draft guidance DoH and DfE November 2017

We recognise At St John Fisher that there may be unexpected, exceptional circumstances where we might need to intervene physically to keep a pupil (or pupils) safe. This would always be a last resort and only where there is an imminent threat of danger to the child, other children or member of the school community. If a situation arose where the use of restrictive physical intervention was required, it would always be the least amount of force, for the least amount of time to keep the child or wider school community safe. Any use of restrictive physical interventions would need to be in the best interest of the child and be reasonable and proportionate in order to be lawful.

If the need ever arises to use a restrictive physical intervention we will always record the incident and contact parents/ carers as soon as possible to discuss. This would be followed by an immediate risk assessment or review of the most recent risk assessment; which would include a review of the incident, the

lead up to it, the incident itself, how it was responded to and the outcomes. This may include consultation with other agencies and will help to reduce the likelihood of the situation reoccurring.

Through our risk reduction approach, we aim to ensure that any incident where a restrictive physical intervention is required is very rare. We are also mindful of the impact of any type of restrictive physical intervention on children with SEND:

*“When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups”.*

*KCSIE 2018*

All our staff receive training in de-escalation and positive techniques. In addition, we provide more in depth training (CPI training) to a small group of inclusion staff which includes strategies dealing with common types of challenging behaviours.

#### CPI training

At St John Fisher key staff have annual de-escalation training. CPI accredited training includes disengagement skills, guiding and escorting children but does not include the use of restraint. Disengagement skills are taught skills that staff can apply to situations where pupil or adult safety is endangered, they are based on the key principles of last resort, proportionate and reasonable. ‘Guiding and escorting’ describes techniques that are used to safely move children away from danger / triggers or where they are a danger to others or themselves.

### **6. Recording of Incidents and Monitoring**

*“Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.”*

Inspecting Safeguarding in Early Years, Education and Skills Settings 2015

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

In line with our relationships and behaviour policy we record incidents of risky behaviours including incidents that may result in the use of a restrictive physical intervention. In addition we record any injuries to staff.

We do not use photos or filming of children as part of our recording of incidents.

We review our incident data on a regular basis which allows us to identify pupils who may need additional support and referral to appropriate outside agencies. We also report to governors about behaviour on a termly basis. As a school we are committed to analysing our behaviour data to support us to identify where we may need to make changes.

Under the United Nation’s Convention on the Rights of the Child (UNCRC), children have the right to express their views on all matters affecting them, and in relation to how behaviour is managed in schools this should always be with due respect for their human rights (article 28)

Pupil's involvement (where appropriate) therefore, should include full participation in the planning and review of environmental changes that can reduce the possibility of behaviours. Draft guidance from the department of health has also raised the expectation that schools should

*"Involve children, young people and their parents/carers as appropriate in decisions relating to behaviour and use of restraint"*

## **7. Searching, Screening and Confiscation**

Our relationships and behaviour policy includes items that must not be brought into school. Staff in our school are aware of the DFE guidance Searching, Screening and Confiscation at school 2015 <https://www.gov.uk/government/publications/searching-screening-and-confiscation>. We are committed as a school to working in partnership with parents and carers to address concerns

In our school, we believe that children who are very distressed or anxious need our support. Our most vulnerable children have key adults that they can access at times of stress. We operate a "time in" approach with these children which gives them the support they need when they are distressed to support them to regulate their emotions.

If a child becomes very distressed in a classroom setting, generally it would be the staff member who has the best relationship with that child who would be the first on call to de-escalate the situation.

Pupils key adult would usually be working with that pupil, staff are able to contact each other swiftly using the walkie talkie system in school. If the pupil was able they would be encouraged to move outside or to their agreed safe space e.g. sensory room. If they were very distressed in the classroom and unable to move school staff would remove the other pupils from the situation and make arrangements for their learning to continue as best as possible.

## **8. Concerns and complaints**

If parents have concerns about how a matter has been dealt with, they should follow school procedures and communicate the concern with a member of the senior leadership team.

If there is a complaint, this should be processed through the school's complaints procedure. This document is readily available on the school website.

Safeguarding concerns should be reported directly to the school's DSL (Designated Safeguarding Lead).

Parents also have the right and may feel that it is more appropriate or necessary to contact the Local Authority Designated Officer (LADO) - See the Merton Children's Safeguarding board's website for contact details and procedures. In most instances however, the school should be the first port of call to report a concern.

As well as the duty of care to children's welfare, the school has a duty of care for staff too. Where a concern/allegation is raised about a staff member, it should be dealt with in a serious yet sensitive, confidential manner, with appropriate regard for staff welfare.

If a staff member has a concern about how another staff member has dealt with an incident, in the first instance – this should be reported to senior leadership (the head where possible). All staff have a responsibility to report where necessary. If, in the unlikely event the school does not appear to investigate /take appropriate action, the staff member also has the right to report the concern to the Merton LADO.

Children's welfare (emotion/physical) is of always of upmost importance.



