



# Behaviour Policy



**CONSIDERATION**   **ASPIRATION**   **RESPONSIBILITY**   **ENJOYMENT**

# Behaviour Policy Principles

Edleston Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the expectations of being: 'Ready, Respectful, and Safe.'

Ready to learn.

Respectful to other children and adults who work in and around the school building.

Keeping themselves and others safe.

## At Edleston we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments.

## Purpose of the behaviour policy:

- To provide simple, practical procedures for staff and children that:
- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

## All staff must:

- Take time to welcome children at the start of the day.
- Be ready to greet the children.
- Always pick up on children who are failing to meet expectations.
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

## The Head teacher and the Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers. Ensure staff training needs are identified and met.
- Use behaviour records on CPOMS to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

## Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.

- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children. Demonstrate unconditional care and compassion.

Children want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humor.

# Behaviour for Learning

Edleston Primary School expectations: 'Be Ready, Be Respectful and Be Safe.'

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the expectations, relentless routines, and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly (PIP) and reminded in private (RIP).

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbors an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

Our school has 3 simple behaviour expectations 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.



## Our 3 rules...

Ready, Respectful, Safe

Don't expect to be congratulated for just doing the basics.

We believe that **all students** are capable of **GREAT** things!

How will YOU go '**above and beyond**' our expectations?

## Edleston Primary School

Our Expectations	Visible Consistencies	Over and Above Recognition
Be Ready Be Respectful Be Safe	<ul style="list-style-type: none"> <li>• Daily meet and greet.</li> <li>• Persistently catching children doing the right thing.</li> <li>• Picking up on children who are failing to meet expectations.</li> <li>• Accompanying children to the playground at the end of every day.</li> <li>• Praising in public (PIP), Reminding in private (RIP).</li> <li>• Consistent language.</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates – ‘Star of the Week’.</li> <li>• Stickers.</li> <li>• Dojo points- consistent across school</li> <li>• Phone call/text home.</li> <li>• Verbal praise.</li> <li>• Notes home.</li> <li>• SLT praise.</li> <li>• Class Rewards.</li> <li>• Show work to another adult.</li> <li>• DHT/ HT award.</li> </ul>

Stepped Boundaries – Gentle Approach, use child’s name, child level, eye contact, deliver message	
REMINDER	<ul style="list-style-type: none"> <li>• I noticed you chose to ..... (noticed behaviour)</li> <li>• This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice.</li> <li>• Thank you for listening.</li> <li>• <b>Example - ‘I notice that you’re running. You are breaking our school expectation of being safe. Please walk. Thank you for listening.’</b></li> </ul>
WARNING	<ul style="list-style-type: none"> <li>• I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you.</li> <li>• You need to speak to me for two minutes after the lesson.</li> <li>• If you choose to break the expectations again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.....) (learner's name),</li> <li>• Do you remember when ..... (model of previous good behaviour)? That is the behaviour.</li> <li>• I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation.</li> <li>• <b>Example - ‘I have noticed you are not ready to do your work. You are breaking the school expectation of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</b></li> </ul>
TIME OUT	<ul style="list-style-type: none"> <li>• I noticed you chose to ..... (noticed behaviour)</li> <li>• You need to... .....(Go to quiet area / Go to sit with other class / Go to another table etc.) Playground: You need to.....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.)</li> <li>• I will speak to you in two minutes</li> <li>• <b>Example - ‘I have noticed you chose to use rude words. You are breaking the school expectation of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.’</b></li> <li>• *DO NOT describe child’s behaviour to other adults in front of the child*</li> </ul>
FOLLOW UP – REPAIR & RESTORE	<ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.) What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul>

\*Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.

## Strategies for Promoting and Maintaining Good Behaviour

- Fostering a genuine rapport and connection with all individuals within the class.
- Make expectations explicit to pupils and refer to them regularly.
- Consistency of enforcing the expectations 'Be Ready, Be Respectful and Be Safe'
- Actively, catch the children following expectations and acknowledge it with praise.
- Praise individuals as well as the whole class
- Make good use of: -
  - Posture
  - Eye contact
  - Facial expression
  - Voice modulation
- Be well-prepared for appropriately pitched lessons, with all appropriate resources ready prior to the start of the lesson.
- Expect high standards of work and presentation.
- Do not start a lesson or talk to the class until all pupils are paying attention.  
(N.B: Children are not ready until they are quiet, have nothing in their hands and they are watching you)
- Keep everyone occupied and interested.
- Always be polite and show respect to - all adults and pupils around school.
- Be firm but fair.
- Reinforce good behaviour by praising.
- Do not accept low-level disruption/poor behaviour.
- Use verbal prompts to maintain on-task behaviour during lessons.
- Use time prompts for pieces of work to ensure pace.
- Do not get drawn into an argument with a child or give them an audience.
- Allow a child to explain their behaviour at an appropriate time and place (this will mostly not be in front of the class) using restorative questions to guide the conversation and ensure fair process.
- Ensure pupils understand they are responsible for their actions, to accept consequences and restore relationships.
- If a child presents with an angry, upset demeanour separate them from the class, give them quiet time to calm down and then instruct the child to think carefully about what they will say and to speak calmly.
- Demonstrate respectful behaviours between staff and towards pupils always.
- Proactively identify possible difficulties in advance and implement strategies to diffuse the situation.
- Maintain appropriate professional boundaries (pupils are not friends)
- Be consistent and mean what you say.

Do	Avoid
<ul style="list-style-type: none"> <li>• Reward and recognise good behaviour.</li> <li>• Be polite and respectful at all times.</li> <li>• Be firm but fair.</li> <li>• Ensure pupils understand they are responsible for their actions, must accept consequence and restore relationships.</li> <li>• Show an interest in a child's well-being and conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Standing a child outside the classroom. Accepting poor levels of behaviour.</li> <li>• Accepting poor levels of work.</li> <li>• Standing a child against the wall at playtime .</li> <li>• Treating a child like a friend or refer to them as 'mate' etc.</li> <li>• Sanctioning the whole class for the misdemeanours of a few.</li> </ul>

## Sanctions:

### Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

### Sanctions need to be in proportion to the action.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### Adult Strategies to develop excellent behaviour

IDENTIFY the behaviour we expect.

Explicitly TEACH behaviour.

MODEL the behaviour we expect.

PRACTISE behaviour.

NOTICE excellent behaviour.

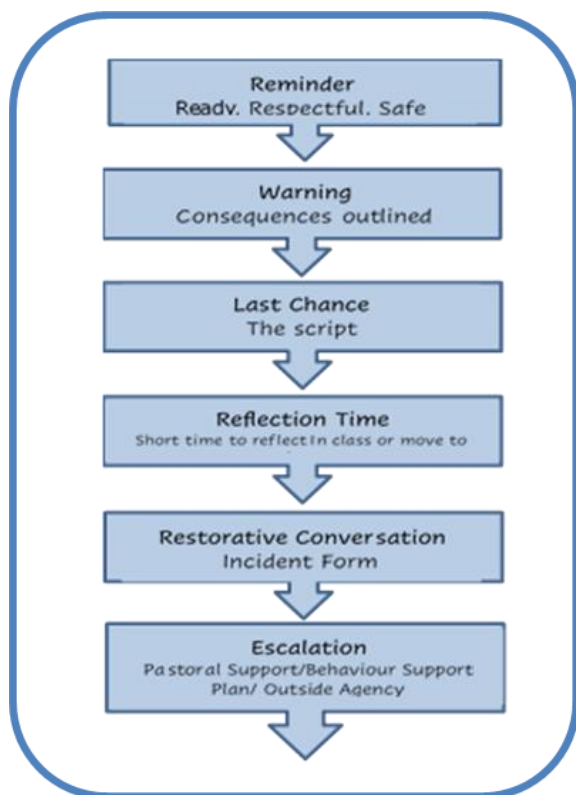
CREATE conditions for excellent behaviour.

### Language around Behaviour

At Edleston, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Negative phrases are unhelpful in these instances, and we should always remain professional and calm. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

## BEHAVIOUR PATHWAY



### Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. Members of the Pastoral Team can be called to support in these instances.

These children will have bespoke 'Positive Handling Plans' that can be found in Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as a last resort and by our 2 trained staff only. (Appendix B.)

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form) which is locked in the filing cabinet in the HT office.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be forced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## Recognising the impact of SEND on behaviour.

The school recognises that pupils' behaviours may be impacted by a special educational need or disability (SEND). When incidents of misbehaviours arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviours will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions, such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

## Child-on-child Abuse (including Cyber bullying)

- Children are vulnerable to abuse by other children. Such abuse should be taken as seriously as abuse by adults.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people with Special Educational Needs and Disabilities
- Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.
- Abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence.

When considering abusive or harmful behaviour between peers it is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individuals involved what preventative strategies may be put in place to reduce further risk of harm.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering,

significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs as well as reduce the risk posed by them.

It is important to deal with any type of peer abuse immediately and sensitively.

Therefore, staff will:

- gather and record information as soon as possible to get the true facts.
- refer concerns to the DSL in accordance with the school Safeguarding and CP Policy
- document the specific language used and / or behaviour displayed.
- avoid language that may create a 'blame' culture and leave a child labelled. talk to the children in a calm and consistent manner.
- not be prejudiced, judgmental, dismissive, or irresponsible in dealing with such sensitive matters.

The DSL will:

- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Speak with parents if appropriate
- Consider referral to Police or Social Care
- Consider CAF Assessment
- Contribute to multi-agency assessments
- Undertake a risk assessment
- Record all incidents and all action taken

### Physical Attacks on Adults

At Edleston, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy (appendix B) and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### The Use of Reasonable Force

Reasonable force can be used to prevent a pupil from doing, or continuing to do, any of the following:-

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline.

There are a wide variety of situations in which reasonable force might be appropriate, or necessary:

- Pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property.
- A pupil is, or at risk of causing injury or damage by accident by rough play, or by misuse of materials.
- A pupil running in a corridor or stairway, in a way in which they might cause an accident.
- A pupil absconds from a class or tries to leave the school.
- A pupil persistently refuses to obey in order to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

#### Application of Force (should only be conducted by Team Teach Trained Staff)

- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.

The use of reasonable force is never used as a substitute for good behavioural management. Throughout the process it is important to try to diffuse the situation by using some or all of these methods:-

- Using a calm voice.
- Isolating the area so that there is no audience.
- Bringing in a second member of staff.
- Offering alternatives to behaviour e.g. "You can do this or you can do that but you cannot continue to do what you are doing."

If physical intervention is necessary, the following principles apply: -

- The pupils will be warned verbally that physical restraint will be used. Minimum force only will be applied.
- Every effort to secure the presence of other staff will be made.
- Restraint will be an act of care and control, not punishment.
- Acts of restraint will be carried out in a firm and calm manner without being aggressive towards pupils.
- Following incidents, the removing teacher takes the pupil to a quiet place and interviews the pupil to allow him/her to speak about the incident.
- The pupil is made aware of the seriousness of the incident and what will happen next.

#### Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies, and the safety and learning of others is being seriously hindered.

The pupil may be considered to have Special Educational Needs.

The risk to staff and other children is too high.

The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

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### Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site. The same behaviour expectations for pupils on the school premises apply to off-site behaviour. When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying/Artificial Intelligence to bully outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

### Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of our school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Application**

This Behaviour Policy is for all our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science, or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

This policy should be read alongside the following policies:

- Online Safety
- Anti-bullying

# Edleston Primary School Incident Record



Date		Person completing form	
Time		Person contacted first	
Location			

Tick the relevant behaviour:

Physically aggressive	Verbally aggressive	Racial discriminatory language	Gender discriminatory language	Homophobic discriminatory language	Transphobic discriminatory language	Targeted intimidation	Bullying
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## ABC of Behaviour

<p><b>A Antecedent</b>          What is the context of the behaviour?          What is the child working with?          What are the adults in the room doing/saying?          What is the task?          What resources were or weren't available?          What happened immediately before the behaviour?</p>	<p><b>B Behaviour</b>          What exactly does the child do that is a concern?</p>	<p><b>C Consequences</b>          Consider what happened after the incident</p> <p>Tick whichever are completed:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection Time</li> <li><input type="checkbox"/> Restorative Conversation completed by class staff</li> <li><input type="checkbox"/> Refer to Pastoral Team</li> <li><input type="checkbox"/> Parents informed</li> <li><input type="checkbox"/> Moved to another class/area</li> <li><input type="checkbox"/> SLT involved</li> </ul>

## Appendix A - POSITIVE HANDLING PLAN

Child's Name:		Date of Plan:		Review Date:	
What does the behaviour look like?					
Stage 1 Anxiety Behaviours		Stage 2 Defensive Behaviours		Stage 3 Crisis Behaviours	
What are common triggers?					
De-escalation skills					
Skill	try	avoid	Notes		
Verbal advice and					
Giving space					
Reassurance					
Controlled choices					
Humour					
Logical consequences					
Planned ignoring					
Time-out					
Removing audience					
Transfer adult					
Success reminded					
Supportive touch					
Listening					
Others					
Diversion and distractions					

Any medical conditions to be taken into account before using Physical interventions?

De-escalation skills

Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

Who has been informed/Where has the incident been recorded?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a **SERIOUS INCIDENT REPORT** has been completed.

Teacher:	
Parent/Carer:	
Student:	
Educational	
Social Services (if applicable):	
Headteacher:	

# Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

## Key Points

### 1. Definitions

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to:
- Prevent pupil from hurting themselves or others, damaging property, or causing disorder
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

### 2. The Legal Position

#### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to decide to physically intervene or not.

Staff should avoid causing injury, pain, or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

### 3. When can physical force be used?

#### Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- Who disrupts a school event, trip, or visit
- Leaving the classroom where this would risk their safety or disrupt others from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form) which is locked in the filing cabinet in the HT office.

## Appendix C - EXPECTED BEHAVIOUR

Children who have transitioned into the school, between year groups or new joiners have expectations, routines and expected behaviours shared with them.

### Working together as a whole class

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment
- Respect other people's belongings and work

### Working together in groups

We would like children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from an authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

### Working alone

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

### In the playground

We would like children to:

- Respect the boundaries by playing on the playground, the all weather pitch, gym equipment or the field,
- If the field is wet, play on the playground
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules

- Care for people if they are hurt
- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

### In the hall at lunch time

We would like children to:

- Walk into and leave the hall quietly
- Sit where the mid-day staff indicate Talk quietly
- Put up a hand if help is needed and wait patiently until a member of the midday staff is at hand to attend them
- Demonstrate good manners
- Say 'please' and 'thank you' appropriately
- Use the crockery, cutlery and glassware correctly and carefully

### In assembly

We would like children to:

- Enter and leave the hall quietly and in an orderly way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action, or song

### On trips or at competitive events

We would like children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions

### With visitors to the school

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If someone is not authorised, attract the attention of a known adult to that fact

### At other times

When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:

- Be respectful towards all adults
- Be considerate towards one another
- Take care of the environment
- Leave equipment alone unless given specific permission to use it

## Appendix D - De-escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

Acknowledge

Empathise

Reassure

Direct

The following script can be used:

**A:** I can see and hear that you are feeling upset right now.

(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)

**E:** I would be upset too, if.....

(State what has happened to upset the child)

**R:** It's OK to feel upset.

**D:** When you are ready to.....

(State what it is they need to do)

I will know when you are ready because.....

You may also go on to say:

I need you to be safe/ behave in a safe way.

I am going to do..... now, but I will check to see if you are ready.

**REMEMBER!**

Say as little as possible!

BACK OFF –If possible!

## Appendix E - Emotional Containment phrases

(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)

### It's fine...

e.g. it's fine, you don't need to get upset, we can just go to \*\*\*\*\* and tell her that you have forgotten your PE kit.

### It's not a problem...

e.g. It's not a problem we can come back to that work and complete it during finishing off time.

### It's ok...

e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it your teacher will know and they will understand.

### You're letting me know that...

e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.

### You're telling me that...

e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.

### It seems that...

e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this I so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)

### You want me to know that...

e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can play with the lego (Low stress level activity chosen using the first and then approach to their learning).

### It feels like/as if...

e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?

### Let's sort it out/ do it together...

e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together.

### We can fix this...

e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.

### You can do this I believe you can/in you.

e.g. you can do this, all you need to do is walk straight to \*\*\*\* to pick up the work, and we will come straight backout to your workstation.

I can understand that...has upset you/made you feel...because you thought/felt.

e.g. I can understand that \*\*\*\*\* has made you feel upset because you thought you were allowed to go out to play today, but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So, can you find the words to tell him or do you want to do it together?

...I need to keep you safe.

e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.

I understand you need some space. When you're ready...

e.g. I understand that you need some space. When you're ready I'll be over by the printer.

When you're ready we can talk about it, I'll be...

e.g. when you're ready we can talk about it, I'll be by \*\*\*\*\*'s table sorting out the books.

Let's think of a way you can let me know next time?

e.g. Let's think of a way you can let me know next time. Could you think of a word you can use or could we make a card you could show me?

... we just need to keep you safe.

e.g. You can be angry, we just need to keep you safe.

...It's ok you're safe.



<p><b>Ready</b></p> <p>We arrive at school on time.          We are ready to learn.          We are prepared and have the right equipment for our lessons.          We show that we are listening.          We focus well in all our lessons.          We try hard and do our best.</p>	<p><b>Respectful</b></p> <p>We listen when others speak.          We are kind and polite.          We treat others as we want to be treated.          We respect difference.          We are positive role models.          We are good friends.          We respect the property of our friends and our school.</p>	<p><b>Safe</b></p> <p>We move around the school in a safe manner – ‘wonderful walking’.          We demonstrate ‘legendary lining up’.          We follow instructions to keep safe.          We use equipment safely and correctly.          We stay safe online.</p>
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	<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<b>Classroom</b>	Be ready to work Have the right equipment Complete my work Do my best	Listen/follow directions Take care of all property Use appropriate voice level	Keep hands and feet to yourself Wait your turn Four on the floor
<b>Dining Room</b>	Stay seated	Use a talking voice, don't shout Use good manners Listen to adults	Leave no trace Walk Keep hands and feet to yourself
<b>Playground</b>	Bring appropriate clothing for the weather Play in the correct area of the playground Stop when the whistle is blown/bell rings Line up quietly when you are asked Wait for the teacher and show we are ready to learn	Share equipment Listen to others when they talk to us Use kind words and be a good friend Help others if they need it Be polite and remember our manners Take turns and play cooperatively	Use equipment correctly Put the equipment away when asked Use kind hands and feet Play games that are appropriate for school and the playground Play carefully
<b>Corridors</b>		Travel with an inside voice Friendly greetings	Walk in single file Stay on the left
<b>Bathroom</b>		Respect other's privacy Leave the area tidy, as you would want to find it	Flush the toilet Wash your hands

# Ready, Respectful and Safe



## Reminder

"I've noticed that – *reminder of rule.*

I need you to – *relate to rule.*

Do you remember . . .? – *relate to positive behaviour observed.*

That's who I need to see today!"



## Warning

"I've explained that you're not – *reminder of rule.*

You know what the consequences are.

Think carefully about your next steps."



## Last Chance

"This is your last chance to make the right choice.

You will have a time out.

You'll have to speak to me at . . . – *state time.*"



## Time Out

"You need some time out."



## Repair – consequence if necessary