Halton Lodge Primary School

Behaviour Management, Positive Handling and Child Restraint Policy

Last reviewed: March 2019
Written Statement of Behaviour Principles ratified and approved by governors: March 2019

Date of next review: Summer Term 2019
This policy will be reviewed termly until policy and procedure has become established.

MISSION STATEMENT

The aim of our school is to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential; learning together to achieve high standards.

N.B. Any reference in this policy to ‘parents’ also includes guardians/carers.
Behaviour Management Policy

At Halton Lodge Primary School we believe that:

- All behaviour is communication – so every effort must be made to understand it.
- The culture in the school is set by how the adults behave and the best schools have absolute consistency.
- All consequences should be reviewed as restorative conversations and/or practises – with appropriate responses that aim to scaffold a child's behaviour to improve.
- All responses to unwanted behaviour should be immediate and consistent – and delivered in private wherever possible. The response must be appropriate, fair and targeted at helping the pupil(s) improve their behaviour.
- We need to teach (and reteach) the children the behaviours they need to be a successful learner in our school.
- Behaviour is everyone’s responsibility – everybody from governors to pupils to staff to parents. All have a fundamental role to play in developing and maintaining an effective school culture.
- Behaviour management is a team sport – all staff must deal with the behaviours they encounter. To get the behaviour we want, there can be no gaps in expectations or responses between the adults who work in a school on what matters. Passing students up the hierarchy for them to be dealt with by someone else works against the certainty we are trying to create.
- In order to move the school forward, to an improved state, school leaders must be ready to offer high levels of support to all members of the school community so they understand the new systems and expectations. This will include a commitment to continuing professional development to raise success in the staff’s collective skill base in eradicating poor behaviour and striving for, planning for and strategiesing for excellence (increasing positive behaviour).

This policy aims to achieve this consistency and set high expectations for all of the pupils at our school.

Written Statement of Behaviour Principles

The Governors at Halton Lodge Primary School believe that high standards of behaviour lie at the heart of a successful school and enables children to make the best possible progress in all aspects of their school life.

At our school, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens, championing British Values.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy - by stating the principles that the Governors expect to be followed.

Principles:

• Every pupil understands they have the right to feel safe, valued and respected – and learn free from the disruption of others.
• All staff and visitors also have the right to feel safe, at all times, in school.
• Halton Lodge is an inclusive school. All members of the school community – pupils, staff and visitors - should be free from any form of discrimination.
• Staff and volunteers in school should set an excellent example to pupils at all times.
• The school rules should be clearly set out in the Behaviour Policy and reinforced around school. Governors expect these rules to be consistently applied - through appropriate rewards, sanctions and use of reasonable force - by all members of staff.
• The behaviour policy is understood by all pupils and staff members; and pupils are helped to take responsibility for their actions.
• Families are involved in behaviour incidents to foster good relationships between the school and the pupils’ home life.
• A wide range of rewards (consistently and fairly applied in such a way as to encourage and reward good behaviour around the school) are used by all members of staff.
• Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils; and consistently applied by all staff. However, staff must take into account SEND, disability and the needs of vulnerable children when considering and applying sanctions (and offer additional support when necessary).
• The Governors feel strongly that exclusions, particularly those that are permanent, must only be used as the very last resort.
• The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
• The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school’s staff will not be tolerated. This may be in the form of verbal abuse, physical abuse or online abuse through Social Media. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
• The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Aims

This policy aims to provide a consistent approach to behaviour management at Halton Lodge Primary School. It also aims to define what we, as a school, consider to be unacceptable behaviour (including bullying) and outline how we expect the pupils who attend our school to behave. It summarises the roles and responsibilities of different people in the school community, with regards to behaviour management, and outlines our system of rewards and sanctions too.

Roles and Responsibilities

The governing body is responsible for:
- reviewing and approving the written statement of behaviour principles,
- reviewing the behaviour policy in conjunction with the headteacher,
- monitoring the policy’s effectiveness (and holding the headteacher to account for its implementation).

The headteacher is responsible for:
- reviewing the behaviour policy, in conjunction with the governing body, giving due consideration to the school’s statement of behaviour principles,
- approving the behaviour policy and ensuring the school environment encourages positive behaviour,
- ensuring that all staff deal effectively with poor behaviour,
- monitoring how staff implement the behaviour policy (to ensure rewards and sanctions are applied consistently).

The staff (including all paid members of the school community and any person the headteacher has temporarily put in charge of pupils – such as unpaid volunteers, university students on placement at the school and people accompanying pupils on a school trip) are responsible for:
- implementing the behaviour policy consistently,
- modelling positive behaviour,
- providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents using the proformas outlined in this policy.

The senior leadership team will support staff in responding to behaviour incidents, as required.

The parents are expected to:
- support their child in adhering to the school rules,
- inform the school of any change in circumstances that may affect their child’s behaviour,
- discuss any behavioural concerns with the class teacher promptly (especially when contacted by a member of staff following a breach of the school’s behaviour policy),
- support the school and decisions made in the child’s best interest (including ensuring they wear the correct school uniform and take pride in their appearance and the school).

The pupils are expected to:
- follow the school rules (being ready to learn, being respectful to all and keeping themselves - and other people - safe at all times),
- work hard (and to complete all of the work set),
- do as any adult (teacher, non-teaching staff, visitor and/or parent helper) ask,
- be honest with staff if an incident does occur.

We also expect our pupils to ‘go the extra mile’ by demonstrating high levels of motivation and a strong desire to do well in school.

Promoting High Standards of Behaviour – All staff at Halton Lodge Primary School will:

- Create and maintain a stimulating classroom environment that encourages pupils to be engaged in their learning and able to access lessons.

- Treat all pupils courteously and with respect. We will acknowledge and greet them when we pass them in corridors and model correct responses. E.g. If a pupil responds with, “You all right?”, we stop them and model the correct response – “Good morning Adam. How are you today?”

- Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.

- Wherever possible, avoid shouting at a pupil, group of pupils or at a class. However, there may be occasions, where it may be necessary to shout – in order to maintain the safety of a child or group of children. A whole class should never be punished as a consequence of an individual or group of pupils’ misconduct.

- Never ask a pupil a question as part of discipline E.g. We don’t ask, “What do you think you’re doing?” Instead we recognise the unacceptable behaviour and re-state the appropriate expectation -
“Everybody is quietly working, you are trying to catch Jason’s attention. Now turn around, look at your work and get on quietly please.”

- Use non-verbal cues and the standard signal for being still and silent (raised hand). We will use it relentlessly and we expect it to be responded to consistently.

- Note that asking for silence is a red-line event. If compliance is not rapid, we do not continue with the raised hand, instead we use a verbal cue, E.g. “Eyes and ears this way, please.”

- Always expect quiet, focused attention and body language in class, always bearing in mind the differential concentration spans of different age groups and the individual learning needs for those pupils on the SEND register. We expect chairs to be ‘four legs on the floor’. We expect children to sit properly and not slump. We expect children to walk in school. We expect children to take pride in their appearance and the presentation of their work. We use the terms ‘Ready’, ‘Respectful’ and ‘Safe’. This is not a discipline issue – it’s training.

- Establish clear routines and ensure that these are consistent with the practices evident in all other classes.

Recognise their legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Fairness is not treating everyone the same, it is meeting the needs of every individual. Consequently, the approach to challenging behaviour may be differentiated to cater for the needs of such pupils. **Staff are encouraged to liaise with the school’s SENDCO to evaluate any pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met (and utilize the expertise of a specialist teacher, educational psychologist, medical practitioner and/or others, if necessary).**

Remember that five pillars underpin everything we do:

(i) Consistent, calm adult behaviour;
(ii) First attention given to best conduct;
(iii) Establish relentless routines;
(iv) Scripting difficult interventions;
(v) Restorative follow up.

**Every day, every adult who works at our school will strive to:**

- Be calm, consistent and fair at all times (and be in control of themselves and their emotions before they address poor behaviour);
- Be relentlessly positive (and regularly remind our pupils of the high expectations we expect of all of them);
- Give their first attention to those pupils who exhibit the best behaviour and conduct;
- Build trusting relationships (by meeting and greeting pupils with a smile each morning, welcoming them to school and engaging in caring conversations);
- Routinely recognise pupils who go ‘Above & Beyond’.
Three Rules for Learners

- READY to learn Ready for learning, ready for the next activity.
- RESPECTFUL to all Respectful towards everybody in the school community and visitors, towards property and the school environment.
- SAFE Keeping ourselves and other people safe.

Relentless Routines

READY
- Walking calmly (and quietly) into the classroom at the start of the school day and after each break and lunch time. Class teachers must always be in the classroom ready to greet children, supervise their arrival and monitor their behaviour at each of these times. All staff must also be in their classroom at the start of every lesson – so the transition from breaktimes is smooth, well-supervised and pupils know that their behaviour is being monitored.
- Using the Recognition Board to acknowledge the good behaviour of pupils who are displaying the expected behaviour.
- Discussing whether the children have earned their morning/afternoon stamp with the children on two separate occasions each day.
- Lining up and then walking calmly (and quietly) when children are moving around the school as a class – from ‘point to point’ where appropriate.
- Arrive at school appropriately dressed – in full school uniform – and with the necessary equipment required that day.
- Respond immediately to non-verbal cues – e.g. the whistle at breaktimes – immediately.

RESPECTFUL
- Listening carefully when an adult is talking.
- Following instructions first time.
- Showing kindness and compassion to others.
- Speak politely to everyone at all times.
- Keeping the school clean and tidy – so it is a welcoming place for everyone.
- Asking for silence (and gaining the children’s attention and focus).
- Making positive phone calls, sending positive postcards and/or speaking with parents/carers for at least one child in each class, each week.
- Dining room etiquette (including taking coats off to eat, using a knife and fork to eat, maintaining an appropriate noise level and tidying away before they leave the dining room calmly).
- Children accept the decisions made by adults and wait their turn to share/talk.
- Apologise and/or putting things right (restorative practice) – and modify your behavior – when this makes other people feel unsafe, scared or intimidated.

SAFE
- Being in the right place at the right time.
- Kind hands and feet.
- Be honest when talking to adults about incidents that have happened.
- Use equipment appropriately and listen to instructions.
Ways we will recognise exemplary behaviour (‘Above & Beyond’):

- Verbal praise and recognition;
- Stickers and certificates;
- Positive names on the board – Recognition Board – rewarded with stamps for being recognized as ‘committed’ or ‘outstanding’ each morning / afternoon – see Appendix 3;
- Awarding of House Points;
- Class “Star of the Day” trophy;
- Whole School “Shout Out” Board;
- Phone call / Postcard home;
- Hot Chocolate Friday;
- ‘Star of Assembly’ awards;
- Recognition in Family Assembly (or other whole school / key stage assemblies).

What we will do when dealing with unacceptable behaviour:

- Keep calm and, where possible, match the child’s eye level;
- PIP and RIP (Praise in public, reprimand in private);
- Give the child choices and thinking time (to make an appropriate and acceptable decision);
- Remind the child of the rule they have broken and give examples of their previous good behaviour.

Unacceptable behaviour is defined as:

- Disruption in lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Breaches of the school rules (not being ready, not being respectful and not being safe);
- Poor attitude.

Serious misbehaviour is defined as:

- Any form of bullying (see section below);
- Violence (including verbal abuse) towards other pupils, staff and/or visitors to the school;
- Sexual assault, which is the unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Vandalism;
- Theft;
- Fighting and/or any physical aggression;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of prohibited items, including knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to (or damage to the property of) any person; including the pupil;
- Malicious allegation against a member of staff, or other adult working at the school;
- Repeated breaches of the school rules.
**Bullying** is defined as the repetitive, intentional harming of one person, or group, by another person (or group) where the relationship involves an imbalance of power.

Bullying is, therefore, deliberately hurtful, repeated (often over a period of time) and difficult to defend against. It can include:

<table>
<thead>
<tr>
<th>Type of bullying</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Being unfriendly, excluding, tormenting</td>
</tr>
<tr>
<td>Physical</td>
<td>Hitting, kicking, pushing, taking another’s belongings, any use of violence</td>
</tr>
<tr>
<td>Racial</td>
<td>Racial taunts, graffiti, gestures</td>
</tr>
<tr>
<td>Sexual</td>
<td>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</td>
</tr>
<tr>
<td>Direct or indirect verbal</td>
<td>Name-calling, sarcasm, spreading rumours, teasing</td>
</tr>
<tr>
<td>Cyber-bullying</td>
<td>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</td>
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**Stepped Consequences** - Several ‘drive bys’ should have taken place before the following stepped interventions/sanctions are implemented:

(i) **REMEMBER OF THE RULE** — A reminder of the three simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary – this could be non-verbal. **Take the initiative to keep things at this level.**

(ii) **VERBAL WARNING / CAUTION** — A clear verbal caution (or warning) delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. **Consider using the 30 second intervention and include the phrase: “Think carefully about your next step.”**

(iii) **SCRIPTED INTERVENTION (LAST CHANCE)** — using microscripts and mantras. Speak to the pupil(s) privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention and always attach, “Stay behind two minutes at the end of this lesson” to this step. **That two minutes owed when the child reaches this step, is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.**
**TIME OUT** – Time out might be a short time on the thinking spot or specifically allocated space within the classroom (tent, thinking chair, etc) / side of field of play (supervised by the adult sanctioning the time out). It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. The child must remain within the class teacher’s sight at all times – and no child should ever be sent out of a class, unsupervised, for any period of time.

**REPAIR / RESTORATIVE CONVERSATION** – This might be a quick chat at break time, in the playground or classroom, or a more formal meeting with the child (restorative conversation). It may be deemed appropriate for the child to miss some minutes from playtime to complete their learning – supervised by the class teacher. Learning may be sent home when not completed in school. Members of the school’s Senior Leadership Team are available every lunchtime, on a rota basis, to assist with restorative conversations, when necessary.

* Both of these steps should also include an informal conversation with the child’s parent/carer.

**SENT TO NEIGHBOURING CLASS FOR A FIXED AMOUNT OF TIME**. Also consider ‘child profile’ - barriers to learning (including SEND), Individual Support Plan and targets – and potential positive interventions (e.g. One Goal, counselling, Individual Behaviour Plan, access to positivity zone – e.g. colouring club or sports activity – at lunchtime, etc). A record of the number of occasions this step is reached must be maintained by each class teacher (see Appendix 7). The Assistant Headteacher (SENDCO) will monitor these sheets every half term, as a minimum.

**INTERNAL EXCLUSION** – Child to spend a period of time away from the class. This step can only be implemented if sanctioned by the Headteacher. If it is deemed necessary for the child to spend lunchtimes at home, this is classed as a FIXED TERM EXCLUSION**, and again can only be sanctioned by the Headteacher.

**FOLLOW THE LOCAL AUTHORITY EXCLUSION PROCEDURES / PROTOCOL** (if and where appropriate). There are two types of exclusion: (i) Fixed Term Exclusion – This can be for part of a school day (including lunchtime) or for whole school days. Schools can issue up to 45 days of fixed term exclusions to a child in a year but must provide education from day 6 of a fixed term exclusion. Fixed term exclusions do not have to be for a continuous period. (ii) Permanent Exclusion – In the most serious cases, it may be necessary to permanently exclude a child from the school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body. Only the headteacher has the authority to exclude a pupil. Advice from the Behaviour Support Service should also be sought at this stage. The LA Exclusion Protocol is available to staff via the Goggle_Drive at all times (or by request from the Assistant Headteacher).

**All of these steps MUST include a formal discussion with parents/carers, the Assistant Headteacher (SENDCO) must be informed and a Behaviour Support Plan will be put in place (see Appendix 2). For serious incidents or persistent behavioural issues, an ABC Behaviour Tracking Sheet (see Appendix 5) should also be used – to identify triggers and/or patterns of behaviour. This is essential prior to completing the LA Exclusion Protocol (as evidence of three cycles of the ‘Assess, Plan, Do, Review’ (APDR) cycle are expected to show that all steps have been taken to avoid a fixed term or permanent exclusion from taking place; and to maintain the appropriate support and reasonable adjustments for SEND pupils). For ALL serious misbehaviour offences, the stepped consequences should start at step (vii) INTERNAL EXCLUSION.**
Microscripts (30 second intervention to support good behaviour choices):

I have noticed that you are not being... (refer to rules and child’s behaviour). I need you to... (insert expectations) right now.

You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)

Can you remember yesterday/last week when you... (refer to previous positive behaviour)?

That is who I need to see today...

Thank you for listening... then give the child some ‘take up’ time.

Restorative Questions (using up to 5 questions from the following will usually be sufficient):

1) What happened?
2) What were you thinking at the time?
3) What have you thought since?
4) How did this make people feel?
5) Who has been affected?
6) How have they been affected?
7) What should we do to put things right?
8) How can we do things differently in the future?

See Appendix 4 for a prompt to remembering which questions to use during restorative conversations with pupils.

Tracking and Monitoring

Pupils who demonstrate that they are Ready, Respectful and Safe will be rewarded with a ‘stamp’ for the morning and afternoon session each day. Furthermore, pupils who go ‘Above & Beyond’ and are rewarded by being placed on ‘outstanding’ are recorded each week on the behaviour sheets in each classroom; and in the Certificates Book every Friday. The behaviour sheets are collected in by a member of the senior leadership team every half term, reviewed and these are stored for a minimum period of 12 months.

Incidents of serious misbehaviour must be recorded on the most appropriate form. Appendix 5 (ABC Tracking Sheet) should be used to enable trends, patterns and triggers for repeated inappropriate behaviours to be analysed; and to enable any necessary alterations to prevent further incidents from arising being implemented. Records of any incidents that involved any restraint or restriction of a pupil must be recorded
in the school’s Bound & Numbered (Red) Incident Book. *A copy of the information that needs to be recorded is given in Appendix 6.* These records are reviewed and evaluated every half term, as a minimum, by the Headteacher and/or Assistant Headteacher (Senior Safeguarding Lead).

Any pupil who reaches step (vi) of the Stepped Consequences should have an Individual Behaviour Plan (see Appendix 2). These should be reviewed regularly to ensure that actions agreed are having a positive impact and an improvement in behaviour, over time, is evident. It is the class teacher(s) responsibility to draft, implement and regularly review the IBP. However, support from the Phase Leader, Assistant Headteacher, Deputy Headteacher and/or Headteacher is always available on request. IBPs must be approved by the Assistant Headteacher (SENDCO) prior to being shared with parents, the pupil and any other agencies.

**The Legal Position**

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours.

Teachers can confiscate pupils’ property. However, a teacher’s actions must not breach any other legislation (for example in respect of disability, special educational needs, race and/or other equalities and human rights) and it must be reasonable in all circumstances.

Equally, a punishment must be reasonable and proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

Subject to the school’s behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

School staff have the right to screen and search any pupil with consent. They also have the right to search pupils without consent if they suspect that the pupil is carrying any prohibited item. Any prohibited items - including knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to (or damage to the property of) any person; including the pupil – found in the pupil’s possession will be confiscated. These items will not be returned to the pupil.
School staff will liaise with the police and other agencies if a pupil is found to be in possession of any illegal item (including data, images or videos on their mobile phone or other electronic device). We also reserve the right to delete any data or files from a pupil’s mobile phone if we believe there is a good reason to do so – although this will usually be done in discussion with the child’s parent/carer.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the pupil after discussion with senior leaders and parents, if appropriate. This would include mobile phones, recording devices and unauthorised toys brought into school from home.

This policy has been developed based on advice from the Department for Education (DfE) on: Behaviour and discipline in schools; Searching, screening and confiscation at school; The Equality Act 2010; Use of reasonable force in schools; Supporting pupils with medical conditions at school; Exclusions Guidance; Special educational needs and disability (SEND) code of practice.

It is also on Section 175 of the Education Act 2002 (which outlines a school’s duty to safeguard and promote the welfare of its pupils) and Sections 88-94 of the Education and Inspections Act 2006 (which require schools to regulate pupils’ behaviour, publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property).

Positive Handling and Restraint Policy

Rationale

At Halton Lodge Primary School positive handling and restraint of children will only ever be used as a last resort. It will only be used when all other strategies have failed – or to prevent injury or harm to the child or other people at the school – and this policy is supported by the DfE guidance (July 2013) on the use of reasonable force. It is also endorsed by the governing body through their written statement of behaviour principles.

Any member of staff may be required to physically intervene with a pupil who is endangering themselves or others – and may be in breach of their duty of care if they do not. If a member of staff ever needs to intervene physically, they must follow the school’s Positive Handling Policy. However, we would expect members of staff who have undergone accredited training (such as Team Teach) to take over as soon as possible. Further details of the Team Teach approach can be found on the Team Teach website: www.team-teach.co.uk

The term ‘positive handling’ includes a wide range of supportive strategies for managing challenging behaviour. The term ‘physical restraint’ is used when force is used to overcome active resistance.

A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Halton Lodge Primary School takes its duty of care to pupils, employees and visitors to the school seriously. The first and paramount consideration is the welfare of the children in our care. However, at Halton Lodge Primary School, it is recognised that the welfare and protection of the adults who look after them is of great importance too.

Section 93 of the Education and Inspections Act 2006 enables a school’s staff to use such force as is reasonable – see The Use of Force to Control or Restrain Pupils below.
Before Using Physical Controls

In line with Team Teach, we understand that over 90% of situations can be dealt with through the utilisation of de-escalation techniques. It is, therefore, important for staff to:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reasoning;
- give clear direction for the pupil(s) to stop;
- remind the child(ren) of the rules and the likely outcome if they continue to behave in such a manner;
- remove any audience and take vulnerable pupils to a safe place;
- make the environment safer by moving furniture (if necessary) and removing objects which could be used as weapons;
- use positive guidance to escort the pupil to somewhere less pressured;
- ensure that colleagues know what is happening and call for help or assistance.

The Use of Force to Control or Restrain Pupils

Section 93 of the Education and Inspections Act 2006 makes it clear that all members of school staff ‘have a legal power to use reasonable force’ in order to prevent a pupil from - or continue – ‘hurting themselves or others, from damaging property, or from causing disorder’. This also includes preventing a child from committing a criminal offence (or, for children under the age of criminal responsibility, behaving in a way that would be an offence if they were older).

School 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 a 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.

Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

* This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

The teachers, teaching assistants and MDAs at Halton Lodge Primary School received positive handling training in November 2014; and Refresher Training in December 2015. Additional staff were training in March 2016. All current members of staff will be invited to attend extra positive handling training during Spring/Summer Term 2019.

We focus on using de-escalation strategies and the positive handling of any situations that arise. This also involves strategies and advice on the use of reasonable force (see below).
Working Realities: “Techniques (used) seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.” (Team Teach).

Any adult who uses a restraint or positive handling technique MUST record this in the Bound and Numbered Log Book – which is kept in the Assistant Headteacher’s Office. Any serious incident involving pupils should also be recorded in this book – so records and patterns can be effectively tracked and monitored.

**SITUATIONS IN WHICH PHYSICAL INTERVENTION MAY BE NECESSARY**

This applies to a wide variety of situations in which the use of reasonable force might be appropriate, for example:

- a pupil attacks a member of staff or another pupil;
- pupils are fighting;
- a pupil is engaged in, or about to commit, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident (e.g. by rough play or the misuse of dangerous materials or objects);
- a pupil is running on a corridor or stairway in a way which might cause an accident or injury;
- a pupil persistently refuses to obey an order to leave the classroom. (Although, where possible, the rest of the class would normally be removed – for their own safety - rather than a violent or disobedient pupil);
- a pupil is behaving in a way that is seriously disrupting a lesson;
- a pupil absconds from a class or tries to leave the school and could be at risk if not kept there.

Before intervening physically, a member of staff should tell a pupil to stop misbehaving, aim to de-escalate the situation (by helping the child to calm down) and, if necessary, explain what will happen if the child does not start to behave appropriately.

If the pupil insists on running out of the school grounds - **do not give chase** – as this could escalate the situation and lead to an unnecessary accident taking place. Observe from a distance – to ensure the pupil is safe - inform the Headteacher (or member of Senior Leadership Team) and then telephone the parent and, if necessary, the police.

**Members of staff should only use restraint as a last resort.** If restraint becomes necessary then the member of staff should make sure he/she has adult help and/or an adult witness, and should attempt to communicate with the pupil throughout the incident and make it clear that physical restraint will stop as soon as it ceases to be necessary.

Members of staff will inform the Headteacher or member of the Senior Leadership Team straight after an incident, where restraint or force has been used.

Members of staff will then record the incident in the Red (Bound & Numbered) Book – which is kept in the Assistant Headteacher’s Office) – see Appendix 6. The Headteacher, member of Senior Leadership Team, or class teacher, will then inform the child’s parents as soon as possible on that day.

The Headteacher will ensure that each incident is reviewed and ascertain whether further action is required.
**Post Incident Debrief**

Following a serious incident, it is the policy of the school to offer support to all involved.

This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people’s perspectives.

As individuals we all vary in how much support we need after an unpleasant incident so it is difficult to devise a framework of support that meets the need of all staff. However, in general, a member of the Senior Leadership Team would be expected to talk to the staff and children involved after any incidents involving violence. Equally, if members of staff need time to rest or compose themselves, the Headteacher or Deputy Headteacher will make arrangements for the class, group or individual to be supported during this time.

*Any complaints regarding the positive handling or restraint of a child must follow the school’s Complaints Procedure.*

**PARENTAL INVOLVEMENT**

We encourage parental involvement in all aspects of school life, especially where the behaviour of their children is concerned. If a pupil is persistently behaving badly and/or showing a bad attitude to their work, other children or adults, their parents are involved and may be required to stay with their child until he/she behaves in accordance with school rules. In addition, all future behaviour will be monitored, using an IBP (Individual Behaviour Plan – see Appendix 2) agreed with the parent(s).

**CONCLUSION**

If we are to achieve our objectives, then we need to work together as a whole school. The success of the policy depends upon regular and consistent praise or reward and from the common understanding of the rules, rewards and consequences. The Governors are responsible for upholding the Behaviour Policy and may, if necessary, request a meeting with parents to discuss a plan to support improved pupil behaviour in school.

It is hoped that all parents will welcome and support this approach, which should ensure that we create a well ordered, secure and friendly environment for all our pupils.

**Appendix 1: Staff at our school who have received Team Teach Training**

**December 2015 (Refresher Training):**

Mrs Bickerton  Miss Burke  Mrs Ellis  Mr Hilldrup  Miss Hunt  
Miss Ingram  Mrs Moss  Mrs Sproston  Miss Stephens

**March 2016 (Team Teach Training):**

Mr Bradshaw  Mrs Urmson
Appendix 2: Individual Behaviour Plan

HALTON LODGE PRIMARY SCHOOL – MY INDIVIDUAL BEHAVIOUR PLAN (IBP)

NAME: ____________________________ Date of Birth: ____________________________

(Please highlight one)

* School Support
* School Support Plus
* EHCP
* Additional Agencies
* Discretionary Top Up Funding

Date started: ____________________________ Date to be reviewed: ____________________________ Date completed: ____________________________

What do I need support with?

My SEN Need is… (highlight)

- Communication & Interaction
- Cognition and Learning
- Social Emotional & Mental Health
- Physical & Medical

<table>
<thead>
<tr>
<th>TARGET</th>
<th>What do I need to do?</th>
<th>How will I know I have achieved my targets?</th>
<th>How will people help me to do this?</th>
<th>Did I achieve my targets?</th>
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How can my family help me?

Who else is helping me?

What can I do to help?

What needs to happen in the future?

What will I be doing? Who will help me? When will this happen?

My signature: ____________________________

Parents Signature: ____________________________

Class Teacher Signature: ____________________________

SENCO Signature: ____________________________
Appendix 3: Behaviour System

<table>
<thead>
<tr>
<th>Reluctant</th>
<th>Compliant</th>
<th>Committed</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>I do not try to complete my work and display a lack of motivation.</td>
<td>I do what is asked - but not always to my full ability.</td>
<td>I am hard-working and fully engage in lessons.</td>
<td>I am highly aspirational and go the extra mile.</td>
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<tr>
<td>I refuse to follow the instructions I am given – and demand too much of the teacher / teaching assistant’s time.</td>
<td>I do not have a negative impact on others.</td>
<td>I demonstrate a desire to do well and put considerable effort into my work.</td>
<td>I complete all of my work to the best of my ability and enjoy taking on any extra challenges that I am set.</td>
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<tr>
<td>I need to be reminded about the school rules: Ready, Respectful and Safe.</td>
<td>I have kept to the school rules: Ready, Respectful and Safe</td>
<td>I have kept to the school rules: Ready, Respectful and Safe</td>
<td>I am a role model for others – Ready, Respectful and Safe – and quickly get my name on the Recognition Board.</td>
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</table>
1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?

5. What do you need to do now to make things right?

Restorative practice in school

Appendix 4: Restorative Conversation Prompts (Poster)
## Appendix 5: ABC Behaviour Tracking Sheet

### ABC Behaviour Tracking Chart

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Setting (location and people present)</th>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
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Appendix 6: Copy of ‘Risk Assessment & significant Incident / Restraint / Restriction Record’

BOUND AND NUMBERED BOOK v6

RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD
For Additional Details Refer To Supporting Documentation

Name of the child or young person concerned: ___________________________ Age: ___________________________
Name of the person using the measure: ___________________________
Names of any other people present: ___________________________
Name of person completing this record: ___________________________
Date: ________________ Time: ________________ Location: ___________________________

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):

- Humour
- Verbal advice and support
- Firm clear directions
- Negotiation
- Limited Choices
- Distraction
- Distraversion
- Reassurance
- Planned Ignoring
- Contingent Touch
- Calm talking
- Calm Stance
- Patience
- Withdrawal
- Offered
- Withdrawal
- Directed
- Swap Adult
- Reminders about Consequences
- Success Reminders

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

- Risk to Self
- Risk to Others
- Risk to Safe Physical Environment
- Risk to Safe Psychological Environment
- Prevention of Psychological Distress
- Prevention of Physical Harm
- Prevention of Criminal offence
- Temporary Loss of Competence or Capacity

A description of the measure used (what you did and what you said):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

The effectiveness of the measure:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:

________________________________________________________________________________________
________________________________________________________________________________________

Any consequences of the use of the measure:

A description of any injury to the child concerned or any other person:

________________________________________________________________________________________
________________________________________________________________________________________

A description of any medical treatment offered or administered:

________________________________________________________________________________________
________________________________________________________________________________________

External Agencies Informed and supporting records:

- Medical Referral: ___________________________ (Date and/or log number)
- Social Worker: ___________________________ (Date and/or log number)
- Health & Safety Report (RIDDOR): ___________________________ (Date and/or log number)
- LADO: ___________________________ (Date and/or log number)
- Safer Schools Partnership Support Officer: ___________________________ (Date and/or log number)
- Partnering Authority: ___________________________ (Date and/or log number)
- Responsible Parent: ___________________________ (Date and/or log number)
- Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.

Views of the young person and any additional comments:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Name and signature of the person authorised to make this record:

Name, signature and designation of person monitoring the records: ___________________________ Date Checked: ___________________________
Appendix 7: Step (vi) and Step (vii) Tracking Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Pupil</th>
<th>Time out</th>
<th>Time returned</th>
<th>Reason for removal from class</th>
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Please return to the SENCo and arrange discussion around Individual Behaviour Plans for children who are causing concern.