

SS John & Monica's Catholic Primary School

Behaviour Management Policy

(Including the use of control and restraint see Appendix 1.)

SS. John and Monica is a Catholic School. It is enriched by a variety of cultural and faith backgrounds.

It is founded on our partnership with parents and parish.

We endeavour to prepare pupils for the challenge of life through the example of the Gospel Command - to love God, ourselves and our neighbour - we hope to foster love, care and mutual respect.

We will develop the individual to their full potential, spiritually, morally, socially and academically in an environment which encourages academic achievement for all in line with the National Curriculum.

Our Mission



*At SS John & Monica's, we learn through
the example of Jesus to
Love, Respect, Understand and Value each other*

PHILOSOPHY

This policy sets out the expectations of behaviour at SS. John & Monica's Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Our Mission Statement. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy.

It is essential that SS. John and Monica's School must be first and foremost a place of justice and peace. This philosophy must underpin every aspect of our school life, and be evident in our dealings with each other, the curriculum we present to our children and the ways in which we deliver that curriculum.

In short, we must not be a Catholic school in name only. Our very ethos must proclaim our Christianity, and our attitudes and dealings with everyone connected with school life must reflect the teachings of Christ.

Our behaviour policy should help every member of our school community to fulfill their potential.

It should help create and maintain a happy, caring environment where people can work and play in safety. It should promote good effort and behaviour, building self-esteem and encouraging self-discipline. It should also provide a support for those children who find self discipline more difficult to maintain.

Adults and children alike must be aware of their individual and collective responsibility to the smooth running of the school.

OUR POSITIVE APPROACH

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class Charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

We should begin by looking at the positive aspects of our behaviour policy.

Most children respond to praise and rewards. Positive recognition, reward or praise for the type of behaviour to be encouraged is far more effective than punishment for wrongdoing. A child is more likely to behave in an acceptable way if they are given suitable, lively and stimulating work in a variety of subjects by a teacher who is interesting and enthusiastic.

Behaviour is better when:

- Each Class has their own Class Charter (thereby having common aims which are easily understood)
- Staff set an example and have the same high expectations about behaviour
- Develop good relationships based on empathy, courtesy, consideration for others and mutual respect
- Boundaries are clear

- Discipline is seen to be fair and equitable
- Rewards and acknowledgement of good behaviour are evident
- Parents support the school and work in partnership when there are behavioural concerns

Therefore we should seek to establish a normal and frequent system of praising, encouraging and rewarding children for effort, good behaviour and achievement. Each class teacher has the flexibility to create and use a range of personal reward systems within the class to promote a positive and caring learning environment.

It should be part of everyday life in the classroom and school and during the day, with any group of pupils, moments for praise, reward or recognition should be apparent in the teacher/adult and child reaction to one another.

Much of this praise will be spontaneous, but it can be very effective when it is planned or when an activity is developed in such a way that it gives many opportunities to be positive.

PRAISE, ENCOURAGE AND REWARD

We already have many positive ways to praise, encourage or reward our children for their work, attitude and behaviour:

- A friendly smile/verbal praise
- Displaying work of a high standard
- Presenting good work to the rest of the school, class/classes
- Golden Book children mentioned in weekly newsletter
- Golden Book Assemblies each half term – names of children recorded in Golden book read out and celebrated
- Certificates for golden book children - sent home weekly
- End of Term Assemblies to celebrate the positive achievements of the term
- Stickers for good work etc
- House point system Rewards for all pupils to benefit from the shared good behaviour and good work of their team mates
- Trophies for the winning house each term
- Lining Up Ladders to reward pupils for good lining up at lunchtimes and break times (Golden Time reward each half term)
- Extra curricular or out of school achievements reported to rest of school
- Extra playtime for excellent work/behaviour
- Presenting good work to Head Teacher or Deputy Head Teacher - giving of stickers
- Photocopying a piece of work immediately - to take home and show their parents
- All children have a Sticker Card at the beginning of each academic year; children collect sticker rewards from staff. At the end of each term children achieving 25, 50 or 100 stickers are rewarded at the celebration assembly – sticker reward charts are sent home at the end of each year
- House Team meetings are held termly and children will receive House Points/Merits for their teams – during celebration assemblies at the end of each term the winning House is celebrated

At the end of each term at the celebration assembly – two children in each class will receive a certificate for R.E. English, Maths, Writing and Community work

CLASSROOM MANAGEMENT STRATEGIES

Staff Responsibilities:

Staff refers to ALL adults employed by the Governing Body – Teachers, Teaching Assistants, Lunchtime Supervisors, BSS and Kitchen Staff. Supply Teachers and trainee teachers in their ITT programmes are expected to adhere to the policies of the school while they are with us. Parent Volunteers are expected to familiarise themselves with this policy and also follow its guidance under the supervision of the class teacher they are working with.

We expect staff...

- To role model good behaviour and positive relationships
- To model the faith expectation of forgiveness
- To create a positive climate with realistic expectations of the children
- To be assertive and obviously in control of their class
- To emphasise the importance of values and being valued (Linked to the R.E. value and virtues displayed each term)
- To use circle time and SEAL to support the development of how to make the right choices
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- To show appreciation of the efforts and contributions of everyone
- To be interested in your pupils and their needs
- To be observant and pre-emptive to spot issues and concerns before they escalate
- To understand that home life and external contexts can have an impact on the pupils behaviour and emotional needs
- To advise supply teachers of SEND and behavioural concerns in their class so that new teachers are given the appropriate information to support the class they are covering
- To familiarise volunteer helpers, students and other adults authorised to work with the pupils in our school with this policy and the expectations of the class in terms of behaviour

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school. If a teacher sees the behaviour they need to deal with the behaviour in the most appropriate way, ensuring that their emotional and well-being needs are met.

Child Responsibilities

The child has certain responsibilities in maintaining good behaviour. We are nurturing children to develop into good citizens and expect them to be active participants in their behaviour management. Children at SS John & Monica's should follow the example of their parents and teachers and demonstrate their best behaviour at all times. Pupils will...

- Learn what Our Mission means and how that directs your behaviour
- Think about the Values and Virtues we have and how this will direct your behaviour
- Use good manners at all times, with all people

- Always do your best in everything you do
- Be honest to yourself and others.
- Speak the truth if you want to be trusted
- If you find something that does not belong to you, return it or hand it in to a teacher
- Remember that when we make a mistake we can always say sorry and have a fresh start with a new behaviour. Don't blame others for your mistakes
- All people can play games together. Everyone gets treated the same. Show equality – don't discriminate by race, gender, religion or age
- Respect other people's feelings, beliefs and choices
- Stop work and pay attention when spoken to
- Listen to the instructions of all adults employed in school and follow those instructions as soon as they are given
- Care for resources and property
- Respect and follow class routines, school systems and school rules
- Wear their school uniform
- Be responsible for personal property
- Come properly equipped for lessons e.g. Physical Education

There are many techniques for handling behavioural problems. They depend on:

- your personality
- your relationship with the child
- how you and they are feeling
- where you are
- what support you have available
- knowing the child's background and individual needs
- being willing to listen to everyone

How teachers handle a situation in the classroom, or playground or on an out of school visit will obviously vary depending on all of the contexts affecting that individual situation.

Teachers are responsible for a child during school hours until you hand that responsibility to someone else.

Be as fair as you can in the time you have available, and if necessary postpone a final decision until you have a chance to let the child(ren) involved see that justice is being done.

Children want to be taught/managed by adults who like being with children. All children should know that each day is a fresh start and that when they do something wrong it is the behaviour that you don't like, not them.

PLAYTIMES AND LUNCHTIMES

Teachers on duty and lunchtime supervisors use the same school rules as are applied in the classroom. Class teachers will have a "helping hand" card which should be sent to a senior teacher during playtime if help is needed. Lunchtime Supervisors have a log Book to record instances of extreme behaviour that occur during lunchtimes. They also have Merits and Stickers so that they can reward pupils who demonstrate good behaviour.

Children are expected to display the same respect towards lunchtime supervisors as they show to their teachers and all other adults around school.

The Senior Lunchtime Supervisor will monitor behaviour at lunchtime and will alert teachers to issues concerning their children. Teachers may be asked to intervene at Lunchtimes if an issue involving their children occurs.

If Class teachers take an interest in the behaviour of their Class at Lunchtime and welcome their Supervisor as a member of the team of adults managing the class, pupils are more likely to behave well.

AGREED PROCEDURES AND SANCTIONS

The class teacher is generally the best person to manage the behaviour of their children. Any sanction is applied to the behaviour and not the individual child – children are reflecting on their behaviour and choices

Devolving this responsibility to another member of staff should only be done in exceptional circumstances or in instances of extreme behaviour and in these situations the child should be referred to the Phase Leader. Only Phase Leaders refer behaviour on to the Assistant Head Teachers or Head Teacher

- Verbal reminder or prompt of desired behaviour
- Time out (away from group) in another part of the classroom to think and reflect on their behaviour and try to find a way to redress the behaviour that is not right
- If the child fails to change their behaviour they may miss their break (or part of it) and this missing break will be supervised by their own class teacher. The child may be asked to write a letter of apology (teachers should supervise pupils in the classroom when they are being kept in to finish work etc. It is not appropriate to have them sitting in the breakfast area unsupervised)
- The class teacher will inform parents of any pupils involved in repeated behaviour issues
- If behaviour is persistent, class teachers will make a referral to the Phase Leader for additional strategies and eventually a behaviour contract if the behaviour does not improve (signed by teacher, parent and pupil and copies kept for evidence in SEND file)
- Behaviour issues at lunchtime will be referred to the class teacher first who will determine the appropriate next steps
- Parents will be invited to attend a meeting to review behaviour if their child is on a contract or behaviour monitoring chart
- Phase Leaders will determine whether or not the pupils behaviour warrants further referral to the Assistant Head with responsible for Inclusion an IBP will be written (in consultation with the class teacher and child)
- The child will be monitored at SEND Support for the period of time that they require an IBP and as such they will become part of the SEND cycle of review – parents will be involved in that process and will be regularly informed of the child's progress against their behaviour targets
- Adults will sometimes have to modify their approach to sanctions if a child suffers from a known condition that may cause the child to behave a certain way – in these instances we expect staff to make reasonable adjustments to their planning, delivery and classroom management/organisation to mitigate for the child's condition while still maintaining good order and discipline

- External agencies will be contacted to support pupils with behavioural and emotional needs – this support will include attending reviews, meeting staff to discuss strategies, observing and 1:1 work. These agencies include the Educational Psychology Service, CoBS, etc.

These sanctions are not exhaustive and must be used consistently and fairly by all members of staff. But be careful - be too enthusiastic with these measures and they become common place and worthless as a sanction.

If you find yourself automatically banning the whole of a playtime (for the whole week) for a small misdemeanor, you know you need to rein in your sanctions and maybe ask yourself “is it because of who it is, not what he/she has done”

In extreme cases of dangerous behaviour a child may be sent directly to the Phase Leader or the Assistant /Head Teacher and more serious action taken. A blue hand is in use to summon help from the office or another classroom in the event that behaviour becomes unmanageable.

There may be times when as a consequence of extreme behaviour it is necessary for the Head to exclude a child for lunchtime or use a period of fixed term exclusion. (Head to inform Exclusion Team)

Positive Behaviour Management

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan/IBP’s
- Support from the family
- Playtime and lunchtime provision (structured playground games, lunchtime club)
- Personalised programmes/ support from outside agencies

Be Consistent in your behaviour and expectations

- Bring children into school in an orderly fashion and make sure they know what to do on entering the classroom.
- Don’t let unnecessary interruptions spoil your lesson; you have the right to politely refuse interruptions that can wait. If the Head walks through there is no need to interrupt the lesson to get say good morning. Only if the Head approaches you to speak should you stop and get the children to stop.
- Begin lessons promptly and decisively. Have all necessary materials ready. Children can tell a mile off when a teacher is unprepared. Children must know what is expected of them.
- We want the children to enjoy their learning so develop a positive relationship between you and the children.
- Make sure lessons finish on time, ensuring sufficient time for:
 1. reflection
 2. clearing up
 3. giving out notes etc. without rushing
 4. making sure the children go calmly and sensibly

Finally, if you can successfully convey to your class that they are the most important people to you during the school day, that their happiness, safety, well-being and learning are your core purpose, then you will be rewarded with children who respond positively and reflect on their choices, self-manage and maintain good behaviour.

Senior Leadership Team: September 2017

To be reviewed: September 2019

Appendix 1

The use of Reasonable Force in Schools

CARE AND CONTROL POLICY (incorporating Physical Restraint)

‘The use of Positive Handling to manage Physically Challenging behaviour.’

Introduction

The policy has been prepared after staff discussion and was adopted by the Governing Body in December 2014 (reviewed in Dec 2015). The responsible person for the implementation of the policy is the Headteacher. The policy will be reviewed annually by the Head teacher and the Governing Body.

The policy has been developed in response to The School and Inspections Act 2006 section 93 which reinforces previous guidance. It also takes cognisance of recent DfE guidance and follows the guidance for ‘The Use of Reasonable Force To Control or Restrain Pupils’ issued by Birmingham Education Service. It follows the outline of the Birmingham City Council model Care and Control Policy.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils (Behaviour Management Policy).

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Discipline and Behaviour policy is made to parents in the School prospectus.

This statement includes information on the use of reasonable force to control or restrain pupils.

It is the Philosophy of the school that control and restraint will be used when all other de-escalation and discipline techniques have been exhausted or in a situation that meets the Government’s criteria as serious enough to warrant such intervention. Teachers take their responsibilities for child protection and pastoral support very seriously and do not take the decision to intervene physically lightly. There is an emotional impact for the staff members who make this decision too.

What is reasonable force? (DfE 2013)

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools do not require parental consent to use force on a student.

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.

Purpose of Policy

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school/provision respond positively to the discipline and control practised by staff.

This ensures the well-being and safety of all pupils and staff in school/provision. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. SS John & Monica's Catholic School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- Are provided with appropriate training to deal with these difficult situations.

Implications of the Policy

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- self – injuring
- causing injury to others
- committing a criminal offence

Individual members of staff cannot be required to use physical restraint.

However, as teaching and non-teaching staff work 'in loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

It is recognised that the application of any form of physical control places staff in a vulnerable situation and the school will support staff who correctly and safely apply the tenets of this policy.

It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

The Violent Crime Reduction Act 2006 effective from September 2007 gives schools powers to screen or search pupils for weapons. Should this searching expose staff to unacceptable risks then The DfE guidance on this will need to be followed. For example where it states that: "Searching without consent (Safety reminder)... No one should be authorised to do a search before being trained. The power to search should only be used where it is judged to be safe; if the School decides it is unsafe to search they should call the police"

Power to search pupils without consent (DfE 2013)

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Definitions of Positive Handling

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it at SS John & Monica's Catholic Primary School:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum..

Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents should be recorded and be stored in an accessible way in the pupil file.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. As soon as the child complies the restraint and/or control should be eased/ceased/changed.

Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to

- individual consideration of pupil needs by the staff who have responsibility for their care and protection
- expect staff to undertake their duties and responsibilities in accordance with the school's policies
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- be informed about the school's complaints procedure

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Authorised staff

At SS John & Monica's Catholic School all staff are authorised to use reasonable force within the context of The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils' and the recent guidance "Use of reasonable force - Advice for Headteacher, staff and governing bodies (July 2013).

Only non-teaching staff specifically authorised by the Headteacher to have control or charge of pupils may use reasonable force to manage or control pupils. The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained authorised. The list is reviewed on an annual basis (or more frequently if the context requires it).

Authorisation is not given to volunteers or parents.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Staff from the LEA working within the school

Support Services will have their own policies for Care and Control of pupils. When working within school it is the Head teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. It is important that all services policies are cross referenced within one agency or this may lead to potential difficulties re corporate accountability; to simply say **they** must have a policy and also be aware of policy may not be enough. Ultimately the head teacher in the school will be accountable for their actions while in the school. We would advocate a whole LEA approach where possible.

Training

Training for all staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. The training is provided by a Birmingham City Council approved programme called "Team Teach". If it may be necessary to use force in an environment for protection of the child, other children or members of the team. All staff should be made of the backup system in place. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Following a review of existing school practice(s) in consultation with governors/ staff and the Local Authority, SS John & Monica's Catholic School is committed to using Team-Teach that has adopted the British Institute of Learning Difficulties (BILD) Code of Practice on physical intervention. When not accredited, the DfE Guidance recommends that organisations working towards accreditation can be used, BILD hold a list of all training organisations.

SS John & Monica's acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the school are committed to working within the LA's framework for accessing training in that:

- It will review its Behaviour policy on at least a two-year cycle.
- Training will be delivered on a needs based approach and procedures are in place to monitor incidents. Following a behavioural audit and implementation of appropriate risk management procedures

All training will include theory on the following:

- Restrictive Physical Intervention National perspective
- Causes of challenging behaviour
- Primary prevention strategies
- Secondary prevention strategies
- Positive behaviour management
- De-escalation
- Risk assessment
- Behaviour support planning
- De – brief
- Effective review of policy following the training

Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

Whilst the Physical techniques used can reduce risk there is always risk when two or more people engage to use force to protect, release or restrain. In addition procedures will be put in place to ensure that

appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They should also provide a gradual, graded system of response.

Where appropriate Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration e.g. when devising Pastoral Support Plans.

Risk Assessments need to be completed against each child when physical restraint may need to be used in the context of the identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed.

Strategies for dealing with challenging behaviour

As endorsed in the school's Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident and in association with the Education and Inspections Act 2006 Section 93:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is the second request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property

Types of Incident

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- A 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 causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Acceptable measures of physical intervention

All staff at SS John & Monica's will:

- Consistently apply the Behaviour Policy in order to prevent the occurrence of behaviours which precipitate the use of a physical intervention
- Initiate 'de-escalation' or 'diffusion' which can avert the need for a physical intervention
- Follow procedures for post incident support and de-briefing for staff, children, service users and their families.
- Apply the concept of reasonable force where 'reasonableness' is determined with reference to all the circumstances, including
 - The seriousness of the incident:
 - The relative risks arising from using a physical intervention compared with using other strategies
 - The age, cultural background, gender, stature and medical history of the child or service user concerned
- apply gradually increasing or decreasing levels of force in response to the person's behaviour

All staff at SS John & Monica's will follow a common approach to risk assessment and risk management:

- They must consider the distinction between planned physical interventions (where incidents are foreseeable) in that they have occurred previously and a response planned following an appropriate risk assessment and the use of force in emergency situations (which cannot reasonably be anticipated)
- Staff will be aware that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used.
- Staff will ensure First aid procedures are employed and those responsible for implementation are aware, in the event of an injury or physical distress arising as a result of a physical intervention.

The following strategies will be used where appropriate:

- seclusion where a child must spend time in a room, away from their peers, supervised by at least two adults
- time out which involves restricting the child's access to all positive reinforcements as part of the behavioural programme in a room or area which they may freely leave

- withdrawal which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities

In all instances appropriate assistance will be sought from another member of staff.

Positive Handling at SS John & Monica's is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

Recording

From the introduction of this policy (December 2014) in all instances where physical control or restraint has been used a record of the incident will be kept. This record should be made on the school Serious Incident Recording Sheet. These sheets will be retained by the Head teacher and stored in the pupils individual safeguarding files.

Parents will be called into school and all steps taken will be shared with the parent so that they are aware of what happened, what control or restraint was used and why it was deemed necessary and how best to support their child after the incident. There may be further disciplinary actions for the child who has been involved such as exclusion or isolation but these will be discussed with the parent when they come into school.

Appropriate documentation will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff going off duty and be signed by all staff involved and the Headteacher. The Head Teacher will determine what is to be learned from the incident and if any changes need to be made to the pupils IEP/IBP etc. Parents will be informed of any changes to provision or targets as a result of the incident.

A Health and Safety Accident/Incident Form will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils.

Where staff have been involved in an incident involving reasonable force they should have access to counselling and support.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

To support the head teacher & school and ensure objectivity the CoBS Consultant to the school will be involved with the monitoring process.

Action after an incident

The Head teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Programme
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

The following policies should be read in conjunction with this policy:

- Behaviour Policy
- Exclusion Policy
- Health and Safety Policy
- Child Protection Policy
- First Aid Policy.

Original Authors (June 2007)

Peter Wild Head of Behaviour Support
Chris Peatfield Care and Control coordinator
Trevor Williams Concepts in Education
Bernard Allen Steaming Ltd Principal Team Teach Tutor

Adapted for SS John & Monica's Catholic Primary School by P David (Dec 2014)

Additional reference documents

Use of reasonable force Advice for head teachers, staff and governing bodies - July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Guidance on the Use of Restrictive Physical Interventions for Staff Working with

Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

<http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties

http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf

The Education and Inspections Act 2006 Section 93

<http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff) Department for Education and Skills 2007

<http://www.dfes.gov.uk/consultations/downloadableDocs/Screening%20and%20searching%20pupils%20for%20weapons%20guidance.doc>

Screening, searching and confiscation – advice for head teachers, staff and governing bodies.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening,-searching-and-confiscation>

Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools

[file:///lonnetapp01/PMORGAN1\\$/W6FILES/New%20Guidance%20Documents%20-%20Post%20Consultation%20Version/Safeguarding](file:///lonnetapp01/PMORGAN1$/W6FILES/New%20Guidance%20Documents%20-%20Post%20Consultation%20Version/Safeguarding)

Associated resources (external links)

Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/117604/pace-code-g-2012.pdf

POLICY ON CARE AND CONTROL OF PUPILS

MODEL STATEMENT FOR PARENTS ON THE USE OF REASONABLE FORCE

FOR INCLUSION IN SCHOOL PROSPECTUS

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.