



Star Primary School Behaviour Intervention Policy

Article 28: Right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. **Discipline in schools must respect children's dignity and their rights.**

Article 3: Best interest of the child:

The best interest of the child must be a top priority in all the decisions and actions that affect children.

Article 12: Respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.



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Behaviour Intervention Policy

Aims and objectives

- We are a **Rights Respecting** school and all our Values and beliefs reflect the fact that “**At Star Primary we know our Rights**”
- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting a deeper understanding of our individual rights and positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 **Rewards and Penalties**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points.
- Each week, we nominate a child from each class to receive a “Happy leaf” celebrating the fact they have demonstrated the terms **Happy Centred** school theme.
- Each 'Happy Leaf receiver' receives a certificate in the school assembly.
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we separate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child receives consequences. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 *The role of the class teacher*

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The Class teacher is responsible for following Star Primary School's behaviour management systems as outlined in this policy and the Staff Handbook. Star's Behaviour Counsellor (Ms Temi Adeshina) can help in cases of extreme behaviour where the teacher feels they cannot make any progress with the child (as detailed in the Staff Handbook).

The Behaviour Counsellor, SENCO and Senior Leadership Team will liaise with external agencies as necessary to support and guide the progress of each child.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

4 *The role of the Head Teacher*

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 *The role of parents and carers*

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions with a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated they should contact the class teacher. If the matter remains unresolved, parents should contact (in order):

- The Assistant Head Teacher
- The Deputy Head Teacher
- Head Teacher
- If the matter still remains unresolved the school governors should be contacted.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 *The role of governors*

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the Local Authorities guidelines policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7 *Fixed-term and permanent exclusions*

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, February 2015).

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, she will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

For the first 5 school days of an exclusion it is the parent's responsibility to make sure their child isn't in a public place during normal school hours unless there is a good reason. (Parents might be prosecuted if their child is found in a public place when they're not supposed to be.)

If a child is excluded for 15 days or more, the Head Teacher should inform the school governors after the 15th day.

The Head Teacher will offer the parents/carers a reintegration interview in respect to certain fixed-term exclusions. A strategy will be put together for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

Fixed period exclusion

A fixed period exclusion is where the child is temporarily removed from school. They can only be removed for up to 45 school days in one school year.

If a child has been excluded for a fixed period, we will set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, we will arrange full-time education from the sixth school day.

Permanent exclusion

Permanent exclusion means the child is expelled. The local council must arrange full-time education from the sixth school day.

We will tell parents about any alternative education we or the local council arrange. It is the parent's responsibility to make sure their child attends.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

8 Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school.

Per Star's Health and Safety policy, parents are advised, whenever possible to make arrangements for children to take medicines at home rather than in school. Where necessary the parent or nominated adult can come into school and administer the medication except for ones who are covered by a care plan eg. Asthma pump, epipen.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be disciplined by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, the Child Safeguarding Officer should be informed immediately and a referral to Triage should be made.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be disciplined by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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

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

School Rules

- Any form of bullying will not be tolerated. The behaviour counsellor is to be notified of any incidents immediately so these can be dealt with according to school procedures. For incidents which are of concern but deemed to be less serious, the class teacher and teaching assistant should deal with the incident.
- Children should move around the school in a quiet, orderly manner.
- Children must come into the hall for assemblies in silence, and also leave in silence.
- No child is allowed in the hall or classrooms at play/lunch times unsupervised.
- The correct school uniform must be encouraged.
- Appropriate PE clothing i.e. shorts, T-shirts, and plimsolls must be worn for PE lessons. Any child without PE uniform in school should have their parents telephoned at the start of the day and requested to bring their PE kit to school. If several children from the same class do not have a uniform, the teacher should send a TA with a list of names to call the parents. Please use the telephone nearest to the class (not always Reception). This should be done as efficiently as possible and take no longer than 10 min. It is not good practice to let children sit out of any lesson for not having the correct equipment, unless it is deemed to be a health and safety issue.
- Children must wait with their class teachers in the playground at the end of the school day.
- Jewellery – Small stud earrings and wrist watches may be worn, but no other form of jewellery. Teachers should send children with jewellery to the Office where it will be kept until the end of the day, in a named small brown envelope.
- Children are not allowed to do PE or Games wearing stud earrings.
- Nail varnish is not deemed as appropriate for primary school children.
- Chewing gum, sweets, chocolate and cans of fizzy drinks are not allowed in school. No lollipops!
- Money should not be brought to school unless in an envelope for school visits. If a child is found with money or something of value it should be sent to the Office where it will be kept until the end of the day.
- The collecting and swapping of cards or football stickers during school time is deemed inappropriate as this can lead to arguments and disruption. If children are found with these they will be confiscated and returned at the end of the week. Persistent offenders will not have them returned until the end of the term

- Mobile phones (except Year 6 students with permission), stereos etc are not allowed in school and will be confiscated and sent to the Office where they will be kept until the end of the day. Persistent offenders will not have them returned until the end of the term.
- Only students whose parents have written an agreed letter are allowed a mobile phone. The letter covers the acceptable use of mobile devices. This includes the use of smart devices such as smart watches. The mobile phone or device is to be handed into reception in the morning where it will be locked in a drawer until the pupil comes to collect it at home time.

Behaviour Management

Positive behaviour should be encouraged at all times. Those children who fail to adhere to school rules should face the following consequences:

First warning – to be recorded on the tracking sheet.

Second warning – to be recorded on the tracking sheet. Child to be sent to the timeout area within the classroom for 3 minutes.

Third warning- to be recorded on tracking sheet. Child sent to a timeout in another class within the same year group for 5 minutes.

Fourth warning – to be recorded on the tracking sheet.

- If a child continues to receive four warnings each day **on a regular basis**, the class teacher should make an appointment with the child's parents to discuss the matter.
 - For low level behaviour disruption such as continuous talking, getting out of one's seat and not doing sufficient work during the lesson, the teacher should consider further sanctions such as keeping the child in during playtime or a part of lunchtime.
 - **Where behaviour has reached the fourth warning stage persistently and the teacher has tried any of the above strategies without success**, the child could be sent to the PGL to discuss their behaviour. This should take place after 2pm only and the child must be accompanied to the PGL by the TA.
 - In cases of extreme behaviour where the teacher feels that they can no longer make any progress with the child they should be sent to the Snug Area at 2pm where the behaviour Counsellor (Temi) will contact parents when necessary. If a child displays unacceptable behaviour (i.e. swearing directly at children or adults, extreme insolence or violent behaviour) at any time of the day, the PGL or DHT's must be made aware.
 - The Behaviour Counsellor will see one child at a time. If she cannot see a child in a reasonable time, she will make an appointment for them to see her later.
- Parents are informed as and when necessary. Please remember that parents need to be informed if their child is receiving four warnings a day **on a regular basis**.
 - Children sent to the Behaviour Snug **must** always have a referral slip filled in by the class teacher with sufficient detail in the case of extreme behaviour.
 - Children must not be kept in at playtimes as a punishment for poor behaviour unless supervised by the class teacher in the classroom. Children should not be told to come back to the classroom unsupervised during play and lunch unless accompanied by an adult.
 - Children must not be excluded from any part of the curriculum for poor behaviour.
 - The behaviour policy must be rigorously followed by all staff**
 - If an incident of extreme behaviour occurs (e.g. fighting, swearing directly at a member of staff) the child must be sent to the Behaviour Snug when it opens and the PGL or DHT's must be informed. If the child is not responding to any adult, then the DHT 's or HT must be called.
 - Children must **not** be excluded from assemblies.

What to do if a child runs out of school:

- If a distressed child runs out of school the Head Teacher, Deputy Head Teachers or senior member of staff, must be informed IMMEDIATELY, via the school office.
- Make a quick initial check of the school premises.
- Ask office staff to check CCTV.
- Walk around the immediate vicinity of the school.
- Phone the child's home or parents.
- Go to the child's home to see the parents.
- Get a recent picture of the child and an up to date description of what they were wearing.
- Ring the police if the child has not been found and brought back to school. A description of what the child was wearing along with a recent photo where possible should be supplied. (Child photos can be accessed via SIMs.)

Procedure in the case of a violent child:

- All children who display excessive violent behaviour will be subject to a behaviour plan to follow which will be agreed with parents.
- Staff should avoid getting involved if they are not named on the behaviour plan, unless the situation is posing an immediate threat to the safety of other pupils or members of staff.
- When staff have gotten involved, they should immediately remove themselves from the situation as soon as it is safe to do so (i.e. the child is calm and no longer posing a threat)
- Whenever possible, other children must be removed from the situation so that they do not have to witness a child being restrained.
- Any injuries due to the restraint should receive first aid and feedback should be passed on to the parents/carers.
- After the incident the parents/carers should be informed.
- The incident should be logged in the Incident Log as violent behaviour and a record should be made in the Restraint Log by the staff involved in the restraint.

Reflection Hut Arrangements:

The purpose of the reflection hut is to create a space within the playground where the children resolve conflict quickly amongst themselves and re-integrate into the playground. The children can also use the space as a calming measure if they have become angry or frustrated in the playground. An array of calming activities will be provided for the child to self regulate their emotions and return to the playground when ready. If a need arises to deal with a sensitive issue or remove children from the playground, they should be referred to the reflection hut to calm down in the first instance, and then speak to the Behaviour counsellor in a quiet space like the snug. Staff on duty have the first responsibility to manage behaviour in the playground and resolve disputes amongst children. In all other circumstances, staff on duty need to deal with behaviour issues as listed below:

FROM MORNING BREAK

Extreme playtime incidents will be directed to the staff on duty in the playground who will deal with behaviour issues as they occur. When playtime is wet the behaviour counsellor and will be based in the hall with the duty person to manage behaviour.

Any pupil sent to Reflection Hut or the behaviour counsellor from morning break for a more serious incident should have their name and details entered into the break time log book. The behaviour counsellor will ask the pupil to describe the behaviour that resulted in them being sent to the reflection hut, and what better choices they could have made. The child should return to the class line at the end of play. If an incident has not been resolved the behaviour counsellor may ask the child to check back with her the following day. It

would not be expected that the child would miss their entire play the following day unless there were exceptional circumstances and this had been approved by the HT (or DHT's in her absence)

FROM LUNCHTIME

The Reflection Hut will open at 12.00. No EYFS or Year 1 children should be sent to the Reflection Hut at lunchtime, any issues should be referred to YGL or PGL. A member of SLT will be timetabled to be on duty in the Reflection Hut.

Any pupil sent to Reflection Hut at lunchtime should have their details entered into the lunchtime log book. The pupil should be asked to describe their inappropriate behaviour and what they should have done instead. **If appropriate, the pupils' parents will be called and notified of their behaviour.** The child should return to the class line at the end of lunch. If an incident has not been resolved the behaviour counsellor may ask the child to check back with her the following day. It would not be expected that the child would miss their entire lunch the following day unless there were exceptional circumstances and this had been approved by the HT (or DHT's in her absence)

REFUSAL TO GO TO THE REFLECTION HUT OR BEHAVIOUR SNUG

Should a pupil continually refuse to go to the Behaviour Snug a member of the Leadership Team should be called. Continual refusal could result in exclusion.

Do not send to the Behaviour Snug for the following	Send to the Behaviour Snug for the following
<ul style="list-style-type: none"> ● <u>Not</u> doing homework/ spellings etc. ● <u>Minor</u> disputes and falling outs between friends. ● <u>Fidgeting</u> on the carpet, poking children, general class disputes which could be sorted out by the class teacher keeping the children in and discussing behaviour. ● <u>Not</u> finishing work neatly or finishing enough work in the given time. ● <u>Breaking</u> a ruler or pencil. ● <u>Persistent</u> talking in class. ● <u>In the case of</u> younger children inappropriate touching or toileting unless this has been agreed by the DHT or HT. ● <u>Play</u> fighting in the playground. ● <u>Going</u> up to the fence or playing behind the trees. ● <u>Chasing</u> games 	<ul style="list-style-type: none"> ● <u>Serious</u> incidents of bullying, racist abuse. ● <u>Fighting</u> of a serious nature. ● <u>Extreme</u> insolence and rudeness to staff (swearing, repeated refusal to follow instructions, shouting at staff or repeated back-chatting) ● <u>Threatening</u> physical violence to another pupil. ● <u>When they reach a fourth</u> warning for extreme behaviour.

Other Strategies to employ in the playground:

- Spend a few minutes speaking to the child/children to see what the issue is.
- Ask a child who is behaving inappropriately, but of a low level nature, to stay next to you for a few minutes to give them some cooling down time or they can use the reflection hut as a place to clam down.
- Find another activity or group of children to engage them with.
- Appoint a "buddy" to look after them or ask a prefect to help them find something to do in the playground.
- Send them to sit in the open Gazebo for two minutes.
- Give them a warning if you have repeatedly spoken to them and they have not followed instructions.

Behaviour Management During PPA:

- Management of the class behaviour is the responsibility of the person covering PPA.
- The school behaviour system must be strictly adhered to.
- The TA is to bring the class tracking sheet with them to PPA and hand to the PPA teacher.
- PPA teachers must adhere to the slightly adapted and more visual traffic light system in use across year 1. Year 1 and EYFS children must not be sent to the Reflection Hut or Behaviour Snug room. Year 1 children receiving their 4th warning during PPA must be sent to Early Years Phase Group Leader or Year 2 & 2 Phase Group Leader.
- PPA teachers must follow the same expectations for giving warnings as all teaching staff.

If there is an extreme incident at any time (particularly where a child has been hurt by another child and marks have been left on the child's body), the HT or D/HT's needs to be notified so that they can make the necessary arrangements.

10 Physical Intervention and Restraint

At Star Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head Teacher as soon as possible
- Parents will be informed of each incident

All teaching and care staff are supplied with a copy of London Borough Newham guidance on Using Physical Intervention in Schools (Policy No. SP080).

Training in Team Teach (Restraint)

Two members of staff are trained in Team Teach..

The Legal Framework:

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property

- prejudicing the maintenance of good order & discipline'

Our approach:

We aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied.

Teachers should apply the training they received in Team Teach to de-escalate where possible then use the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO:

- Ideally a minimum of 2 staff should be present at all times (at least 1 to be team teach trained).
- Tell the pupil what you are doing and why. Use simple and clear language. Understand that the student may not be able to respond to you.
- Use the minimum force necessary
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance
- Afterwards, record the incident as soon as possible.

DON'T:

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Use physical restraint or intervention as a punishment

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural plan, which may include a behaviour management programme, or other strategies agreed by the SENCO. This may require additional support from, other services, for example the LA BST. In some circumstances a CAF may be appropriate to help identify an additional need for a particular child. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

If a staff member is injured during the restraint, they should receive medical support as needed. As soon as possible, the staff member should go to the school office and complete a form giving details of the injury.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable

force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

11 Links to other policies

This policy should be read in conjunction with:

Anti-Bullying Policy

Child Protection Policy

References:

The Use of Force to Control or Restrain Pupils 2007 DSCF

Care and Control Guidelines 2006 ER CFAS

**RECORD OF PHYSICAL INTERVENTION OR
RESTRAINT**



*Nurturing &
growing together*

Date of incident:

Time of incident:

Pupil Name:

D.o.B:

Adults involved:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Consequences:

Description of any injury(ies) sustained by injured pupil and any subsequent treatment:

(See diagram overleaf)

FRONT OF BODY	BACK OF BODY	FACE
		HEAD

Signature of Head:

Date:

Brief description of any subsequent inquiry/complaint or action:

By order of the Governing Body of Star Primary School

(Signed) _____ Dated _____
(Head Teacher)

(Signed) _____ Dated _____
(Governor)

Policy Date: January 2020

Review Date: January 2023