



Star Primary School Rights Respecting Behaviour Intervention Policy

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.



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A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers /adults and pupils, between groups of adults. All staff are encouraged to use Positive Praise and positive reinforcement of the whole school ethos and values in order for each pupil to achieve their very best as well as respect the rights of everyone.

Aims and objectives

Adults are responsible for	At Star Primary School We ALL have the right to..	Children are responsible for..
Listening to others and treating each other with respect	TO BE LISTENED TO AND TREATED FAIRLY (Article 12: Respect for the views of a child)	Listening to others and treating each other with respect
Caring for everyone at school Providing healthy food, water, exercise and rest	TO BE SAFE AND HEALTHY (Article 24: Health and health services)	Caring for everyone and everything at school
Providing us with everything we need to learn at school and being ambitious for our learning	AN EDUCATION SO THAT WE CAN BECOME THE BEST THAT WE CAN BE (Article 28: Right to an Education)	Being enthusiastic and ambitious and ready to learn
Providing time to relax and play	RELAX AND PLAY (Article 31: Leisure play and culture)	Being friendly towards each other and courageous when supporting our rights and the rights of others.

- ★ 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.

Behaviour Management

What Children can expect of staff to promote behaviour for respect:

- ★ To know that they will be treated fairly and consistently when they have not behaved according to the charter or expectations. They will be listened to and expected to explain their actions.
- ★ Expectations for behaviour will be discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them. Consequences are also age appropriate.
- ★ To know that they can use **Zones of Regulation** to inform staff of how they are feeling at different points of the day. The children will be responsible for moving their photo or name to the relevant zone.
- ★ To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choice.
- ★ The school uses restorative approaches in terms of finding positive solutions when things go wrong. Therefore children will always have the opportunity to repair by reflecting on their behaviour through the use of Positive Praise, the zones of regulation and the use of rewards.
- ★ Good work, behaviour and good attitudes will be praised and rewarded, both in the classroom and around the school.
- ★ The happy centred schools approach together with the rights respecting agenda and RSHE curriculum will be used to develop self awareness, awareness of others, self reflection and self-esteem.
- ★ To take all forms of bullying very seriously. Children will be told how and when the incident will be dealt with. Bullying is defined as deliberately hurtful

behaviour which results in an imbalance of power, is repeated over a period of time and where it is difficult for those being bullied to defend themselves.

- ★ That all staff know and understand the Rights Respecting Behaviour policy and that all new staff will receive induction to ensure that behaviour is treated consistently throughout the school.
- ★ To participate and play an active role in school.

What Adults in school expect of children to promote behaviour:

Early years:

- ★ To respond positively to boundaries set by staff with support where needed.
- ★ To listen to adults and each other.
- ★ To take part in activities that will help them understand their own needs and the needs of others.
- ★ To begin to think about others and show developing awareness of other people's needs.
- ★ To play safely-indoors and outdoors.
- ★ To show kindness towards others and always use gentle hands.

Whole school:

- ★ To treat everyone within the school community with respect and consider their rights as learners, children, teachers and adults.
- ★ To follow the whole school Rights Respecting Behaviour Policy, class charters and Lunch and Play time charters. To know that consequences will be put in place if these expectations are not met at any time during the school day.
- ★ To listen to each other and to all the adults in the school and respect each other's feelings.
- ★ To accept support, where needed, for making the right choices and understand the adults in school are looking out for the best interest and rights of ALL children.
- ★ To attend everyday, arrive on time and enter school ready to learn.
- ★ The Rights Respecting Behaviour Policy is a way for home and school to work together.

Rewards

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

- ★ All staff members congratulate children. Teachers recognise all children's strengths and these are celebrated by staff.
- ★ Positive class behaviour is prompted by agreed routines and clear systems.
- ★ Teachers give children house points for clearly identified reasons e.g. excellent effort in a subject, polite manners around the school, demonstrating kindness or respect to all other children and adults in the school.
- ★ Each week, we nominate a child from each class to receive a "Happy leaf" celebrating the fact they have demonstrated the terms of the **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.
- ★ Parents/carers are aware of the systems used and contribute to the positive behaviour ethos.

Sanctions through Reflective Strategies

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

Whole school

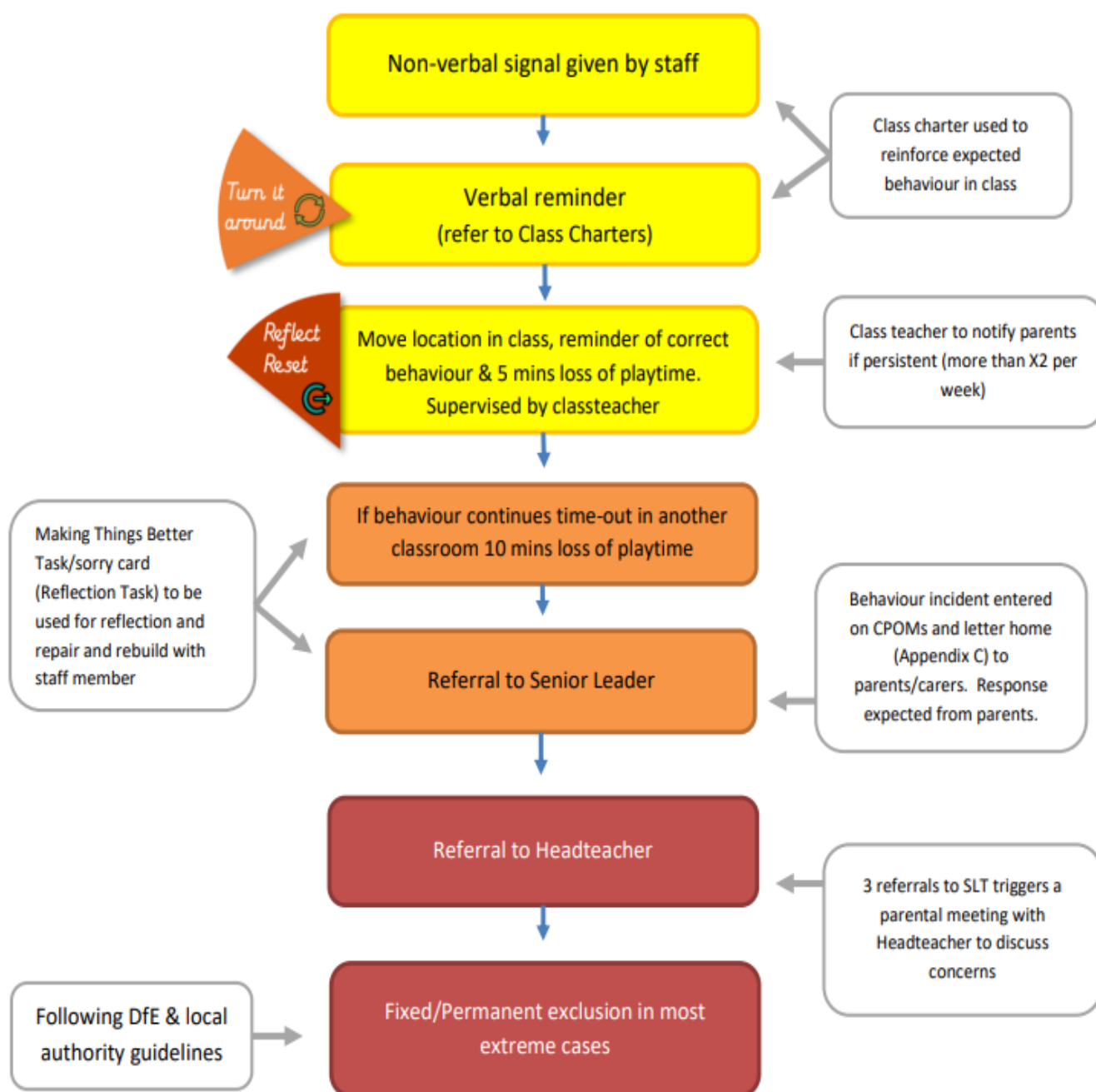
- ★ We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own and reflect on the learning behaviours and what they can do to return to the Green zone where they are ready to learn.
- ★ We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- ★ If minor low level behaviour presents itself, this will be dealt with by the teacher or staff member using the agreed school charter and strategies to support them making better choices.
- ★ If a child is disruptive in class, the teacher reminds him or her of the expected behaviour. If a child is repeatedly disruptive, 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 child has a few minutes of reflective time and then re-joins the class to complete their work.
- ★ Children have the opportunity to complete a re-focus activity like get a drink of water or use the sensory circuit outside their classrooms.
- ★ Use the podcast which sits on pupil drive instead of being sent into another classroom.
- ★ Children can use the sensory circuits to help regulate their behaviour.

- ★ Children will use the reflective card to address their behaviour and to reinforce positive choices.
- ★ 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.
- ★ For repeated incidents the teacher will complete an ABC form and pass it on to the SENCOs and the entire Pastoral team.
- ★ It is expected that every teacher in the school follows the same system for rewards and sanctions.

Early Years

- ★ Consequences are immediate and relatively short. This could include reflection time with a two minute sand timer, in a quiet area or in another class which is appropriate to the child's age or needs. Each of these consequences is always followed by a discussion and the opportunity to repair any harm done through the completion of a sorry card or Making things better Task (Reflection task) Children with SEND or SEMH may complete a social story or a verbal apology if appropriate.
- ★ Where behaviour is disrupting others or threatening their own safety, they will be removed from the activity and supported by an adult. The parents/carers will be informed and support provided for the child as necessary.
- ★ In the event that concerns are raised we will contact the parent/carers to work with them and plan support for their child's development.

Behaviour Management Flow Chart



The role of the class teacher

The class teacher discusses the school rules with each class. Together the children and the teacher draw up a Class charter in which they set out their shared learning and behaviour expectations. This classroom code is displayed on the wall of the classroom and in this way, every child in the school knows the standard of behaviour that we expect in our school. The charter must reference the Rights respecting Agenda. If there are incidents of

anti-social behaviour, the class teacher discusses these with the whole class during circle time.

It is the responsibility of class teachers to ensure that the school rules are adhered to 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. The 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.

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.

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 during our termly Parent Information meeting (PIM'S), 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.

How we will support children with additional educational needs

The Personal Support Plan (PSP)

- ★ Will include any support that has been identified by the class teacher, the SENCO's or any other agency e.g. Educational Psychologist.
- ★ Will have specific sensory sessions to help them manage at different times of the day.
- ★ may include a therapeutic intervention to help them:
 - become more confident
 - feel safe
 - have increased ability to learn from others
 - have a quiet time to help them remain calm- this may include sensory breaks.
- ★ may have some adult support from identified adults at key times of the day in order for them to succeed.
- ★ will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress.
- ★ These plans can last for a year or longer.

The Home School agreement 2021-2022:

The school will:

- ★ Ensure that children will have access to a broad and exciting curriculum which develops the whole child
- ★ care for children's happiness, well being, safety and support each child's every need.
- ★ inform parents and children each term about the planned work to be covered so that parents can support learning at home.
- ★ inform parents and children of their progress at regular meetings.
- ★ encourage children to develop a high level of self esteem and be ambitious about their learning.

Our parents and Carers will:

- ★ ensure children arrive in school on time for a 7:50 start.
- ★ support the schools policies and guidance for behaviour
- ★ ensure that the children are dressed appropriately by wearing the correct school uniform including the uniform for Fit Friday.
- ★ support their child's learning at home.
- ★ Inform the school if their child is ill and will not be in school.
- ★ not take children on holiday during term time.
- ★ Keep our children safe by not parking on the yellow lines outside the school entrance.
- ★ adhere to the school's values in all behavioural and communications with the school.

Our children will:

- ★ Show respect for ourselves and others.
- ★ Be friendly, kind and look after each other.
- ★ be ambitious in our learning and achievements.
- ★ be Courageous in standing up for their rights and the rights of others.
- ★ take care of their own belongings and the school environment.

The blended home school learning agreement.

The school will:

- ★ Provide a blended learning curriculum that is stimulating and engaging.
- ★ Provide work that is part of the curriculum.
- ★ Provide age appropriate work for children to do, linked to the schools curriculum.
- ★ Provide differentiated work to ensure that all children progress according to their abilities.
- ★ Provide a mix of live teaching for the teacher or other qualified adult as well as some independent work for children.
- ★ Provide a device for a child who has no access to a suitable device at home.
- ★ Provide books for blended learning to be recorded in.

The students will

- ★ Agree and sign the home school blended learning contract
- ★ Log on at the normal school time of 8am ready to start the day. A register will be kept.
- ★ Complete all the tasks as set by the teacher and other adults.
- ★ If using a school device, only use the device for school work as directed.
- ★ Look after the device as agreed in the home school care contract.
- ★ Uphold normal E-safety measures including reporting abuse to the adults.
- ★ Follow the school's behaviour expectations when working on-line with others.
- ★ Understand that malicious behaviour on-line will have consequences and parents will be informed.
- ★ Produce work that is similar to the standard produced at school.

The parents will:

- ★ If borrowing a device, parents will sign the home school care agreement.
- ★ Ensure that the device is used for the purpose it is intended.
- ★ Ensure that their children are up and ready to work by 8am.
- ★ Ensure that the work is completed as set- the children should be able to complete tasks independently as teachers will be directing the learning.
- ★ Return the device to school once the child returns to learning within school.

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.

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.

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.

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 Phase Leader is to be notified of any incidents immediately so these can be dealt with according to school procedures. The cases must be brought to the SLT's attention and followed up with actions in the SECAS Meetings. 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. Children will come to school in their PE uniforms on the correct day. 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.
- ★ 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.

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 Phase Group Leader and the DHT's/ HT 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.

Incidents and play and Lunch times.

Playtime and Lunchtime incidents will be directed to the staff on duty in the playground who will deal with behaviour issues as they occur. Serious behaviour incidents will be reported to the class teacher, who will liaise with the parents at the end of the day. The child will reflect and choose the correct Zone of regulation to place themselves in after play or lunchtime. If need be, the child can use the reflection card to explain themselves and calm down.

If the incident is deemed serious enough, the Phase leader will be notified and will contact parents immediately rather than at the end of the day. Any sanctions placed on the child will be discussed with both the child and the parents.

During wet play times, duty staff members will be based in classrooms and hall spaces. Any child who needs to reflect on their choices will be based in the hall with the duty person to manage behaviour.

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)

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

- ★ Ask them to choose a zone in the playground that reflects their emotional state and engage in the activities in this zone.
- ★ 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.
- ★ If you have repeatedly spoken to them and they have not followed instructions, the matter needs to be taken up by the class teacher and then the phase leader if necessary.

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 but adapted to allow for the space being used e.g. the field
- ★ PPA teachers must adhere to the slightly adapted and more visual traffic light system in use across year 1.
- ★ 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.

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 CAMHS 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.

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)

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Incident Logged with Behaviour Counsellor:

Were any injuries sustained by staff? Yes/No

If yes, the school office to be informed and a form completed:

Signature of staff completing report:

Date:

Signature of Teacher-in-charge:

Date:

Signature of Head:

Date:

Brief description of any subsequent inquiry/complaint or action:

FRONT OF BODY

BACK OF BODY

FACE

HEAD

By order of the Governing Body of Star Primary School

(Signed) _____ Dated _____
(Head Teacher)

(Signed) _____ Dated _____
(Governor)

Policy Date: Autumn 2021

Review Date: Autumn 2023