

St Clare's Catholic Primary School



PUPIL BEHAVIOUR AND PHYSICAL RESTRAINT POLICY

*'I have come that they may have life
and have it to the full'*

John 10:10

SUMMARY OF MISSION STATEMENT

At St. Clare's Catholic Primary School we believe that every child is made in the image of God, that every child is special, that all are equal regardless of ability, sex, race, creed or colour.

It is our mission to create within this school a Christian community living together in a happy, welcoming environment, in peace, justice and love.

EXTRACT FROM SCHOOL AIMS.

We aim to develop an understanding and knowledge of the teaching of the Catholic Church and its ministry within society.

Through our Catholic beliefs, we aim to nurture within children a love of God and an awareness of God's love for each one of us.

We will ensure that each child will have experience of forgiving and being forgiven. We will encourage children to accept responsibility for their actions and to apologise when necessary.

With the growing awareness of love for all, we will help children towards true respect for the beliefs and cultures of others

1. RATIONALE

At St. Clare's we believe that the foundation of our Behaviour and Discipline Policy is to bring children to a realisation and understanding of how being caring and responsible individuals can enrich our lives.

When God created people He gave us many gifts including *Free Will*.

Through His teachings He gave us guidance on how to use this gift wisely. He endowed each one of us with a conscience in order that we can rationalise our choices.

It is the role of the school to assist young people in their understanding of right and wrong and to guide them towards *Informed Choices* which will enrich their lives and the lives of those they meet. We hope to guide children towards *Self-discipline* as this is ultimately the best form of discipline as it involves the child in thinking for themselves, making choices and assessing the consequences.

We encourage in everyone an attitude of respect for themselves, for everyone connected with the school and for those who visit the school.

We do this in the hope and understanding that this will become a code for all their relationships.

Good discipline creates conditions for effective learning and helps to develop in children responsible attitudes and values for life.

2 POLICY AIMS

- We will show respect for each other at all times, at work and at play.
- We will show respect for our school by helping to create a calm peaceful, caring and safe environment.
- We will show respect for ourselves by taking responsibility for our own actions.

3 PROCEDURE

3.1 All children are expected to follow the **School Rules**

- I will be safe and will allow other people to be safe at all times in school.
- I will have self-respect and will show respect to all members of the school community at all times.
- I will learn and will allow others the chance to learn in all lessons.

3.2 Each child starts each session on a 'Green' Traffic Light.

3.3 If they break a school rule they will be given three warnings before they are moved to Amber. Staff will tell the children which rule they have broken and support them to make the correct

choices. If the child breaks another rule they are moved to Red and have 10 minutes Time Out in their classroom at the Time Out table. The children may have access to a sensory box to help them calm down. If the child's behaviour does not improve they have an hour Time Out in another classroom.

| | |
|---|---|
| All children start each session on Green | Remind the children of the school rules and Rewards and Consequences. |
| Warning 1 | Children told which rule they have broken |
| Warning 2 | Children told which rule they have broken |
| Warning 3 | Move to Amber |
| Move to Red | 10 minutes Time Out in own classroom |
| | 1 hour Time Out in a different classroom |

3.4 Text messages will be sent to inform parents of their child's positive behaviour. Class teachers will contact parents individually to discuss any concerns with their child's behaviour.

4 REWARDS

Children seen to be keeping these rules are to be *praised* and *encouraged* whenever possible. Individual children may be rewarded by the class teacher or other adults in the school.

- Affirmation, praise and encouragement.
- Smile Cards/Dojos which accumulate towards bronze, silver and gold awards.
- Head teacher stickers for excellent behaviour or setting a good example.
- Bronze, Silver, Gold awards
- Individual 'Special Mention' certificates.
- Text messages

5 INDIVIDUAL BEHAVIOUR MANAGEMENT

If a child has a pattern of being on Red, the teacher, with the SENDCo, will decide if an Individual Behaviour Management Plan is appropriate. The Teacher will then follow the procedure below:

Parents will be informed

Child will be removed from the Traffic Light System

An Individual Behaviour Management Plan (IBMP), detailing support strategies* will be put into practice by child's teacher and reviewed each half term.

Targets, rewards and sanctions will be written in child friendly language and shared with the child's and parent/carer.

Antecedents, Behaviours and Consequences (ABC) will be logged on the school system CPOMs.

Green/Amber/Red slips may be sent home daily to inform parents.

5.1 Calming Chairs

Each class and designated areas around the school have a calming zone, where children can go to calm and have quiet time if needed. They can also use these spaces if they need a quiet place to complete unfinished work. If a child is in crisis and needs time to be alone to calm down or reflect, they can use the calming chairs around school.

All staff will use the 'Stages of Crisis - positive handling matrix' to try to de-escalate incidents. (Appendix 1)

6. LUNCHTIME PROCEDURES

- Each Lunchtime Supervisor will have responsibility for supervising in the dining hall and also in the playground.
- Each class in Key Stage 2 has their own designated member of the lunch time staff to whom they should direct all concerns during lunchtime.
- Individual children may be awarded a smile/dojo by lunch time staff.

- A whole class may be given a smile/dojo.
- Children from each sitting are chosen weekly to receive *The Golden Table Award* on a Friday.
- If necessary, class teachers are notified of any inappropriate lunchtime behaviour and of the choices given and any consequences accrued.
- If necessary, children will be referred to the Learning Mentor by class teachers when there are concerns about repeated misbehaviour
- Alternative indoor lunchtime provision is offered to children who find it difficult to adhere to behaviour expectations provided by the Learning Mentor.
- Lunchtime supervisors have access to CPD to enable development of behaviour management skills.

7. LEGAL POWERS OF STAFF IN SCHOOL

The following is taken directly from the DFE publication 'Use of Reasonable Force - advice for Head teachers, Staff and Governing Bodies. July 2013'

1. 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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. 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.

Who can use reasonable force?

- All teachers have a legal power to use reasonable force if needed.
- This power applies to any teacher at the school. It also applies to staff whom the Headteacher has temporarily given permission to. At St Clare's, Teaching Assistants have the same powers as teachers. Lunchtime Supervisors have permission to use reasonable force only to prevent pupils from hurting themselves or others or from damaging property.

When can reasonable force be used?

- 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. (Section 93, Education and Inspections Act 2006).

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

At St Clare's, our preferable method for the use of reasonable force is *The TEAM-TEACH* approach. However, all staff, (whether trained in this approach or not, have the legal right to use reasonable force as stated in the DFE advice above).

Any incident where Team Teach has been used is recorded and parents are informed.

All staff have the legal right to screen and search pupils for anything that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

8 BULLYING AND RACIAL HARASSMENT

Incidents of Racism and Bullying, including alleged incidents, will always be investigated and dealt with seriously as both are infringements of:-

- a) an individual's rights
- b) the high standards we expect

We have agreed to adopt Bradford's Guidelines on Procedures for dealing with Racial Harassment. The named person is Mrs C A Utting

All openly racist incidents or incidents deemed to cause any offence on race or colour grounds will be reported to the Local Authority.

Bullying is any kind of behaviour that deliberately and repeatedly hurts, threatens or frightens someone else.

We will deal with any bullying immediately.

- Children will be encouraged to talk about bullying openly. They must know that it is important to always tell an adult if anyone is making them unhappy, and they will be encouraged to do so.
- Parents are encouraged to inform school if they suspect that their child is being bullied.
- Children involved in bullying will be seen by the class teacher and referred to the Headteacher.
- The victim will only be named if they wish and they will be offered Learning Mentor support to help them to deal with bullies.
- The child or children known to be bullying will also be offered support to help them to think of how others feel when they are bullied
- Parents of both victim and perpetrator will be informed. Parents will be asked to support the school in the handling of such incidents.
- Persistent bullying will be regarded as a serious breach of our school behaviour code and will be responded to as for all persistently inappropriate behaviour

9 PEER ON PEER ABUSE

St Clare's Catholic Primary School believes abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. This is generally referred to as peer on peer abuse and can take many forms, such as:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

We will always take a considered and sensitive approach in order that we can support all of our pupils. We will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Allowing children to express their views and give feedback and always operating with the best interests of the child at their heart.

Any form of abuse or harmful behaviour will be reported to the DSL and will be dealt with immediately and consistently under the school's Behaviour Policy, to reduce the extent of harm to the child, with full consideration to impact on that individual child's emotional and mental health and well-being.

Gathering the Facts

The DSL will speak to all the children involved separately, gain a statement of facts from them using consistent language and open questions for each, to determine whether it was a deliberate action to harm another child?

If it is believed that a child is at risk of significant harm, we will make an immediate safeguarding referral to social care and where a crime has been committed to the police. Following the decision made by the safeguarding partners, we will work together to support the agreed next steps, which may involve contacting the parents of the children involved. If the safeguarding partners feel that it does not meet their criteria, we may wish to challenge that decision.

Informing Parents

Following a decision from the safeguarding partners, it has been agreed to inform parents, we will inform parents, face to face and as soon as reasonably possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a child is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish for the information to be shared with parents, then we will consider their wishes. In all circumstances, where the risk of harm to the child is evident, we will encourage the child to share the information with their parent, unless it would cause further risk to the child.

Next Steps

Once the outcome of the incident(s) has been established we will look to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child who has been harmed

The support we provide will depend on the individual child. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case we will continue to monitor and offer support to the child. If the incidents are of a bullying nature, we may look to support improving peer groups/relationships with other children for all those children who were involved, through the curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently. If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the child who has displayed harmful behaviour

It is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. Through early help referrals and guidance from agencies, we will look to identify the most appropriate support to meet the child's individual needs. Once the support required to meet the individual needs has been met, we will work to ensure the child receives a consequence for their behaviour.

This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this child cannot be educated on site until the investigation has concluded. In which case, the child will be provided with appropriate support and

education whilst off site. Even following the conclusion of any investigation, the behaviour that the child has displayed may continue to pose a risk to others in which case an individual multi-agency risk assessment may be required. We may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour.

After care

We will continue to review the support required to meet the individual children’s needs.


10 PARENTAL INVOLVEMENT

The school sees behaviour education as a partnership between the child, the parents and the school. We ask all to sign a Home/School Agreement and hope that school and parents can work together in the best interests of the children’s learning and understanding about appropriate behaviour.

Parents will be contacted when there are concerns about a child’s behaviour and school expects that they will respond and will be prepared to engage in dialogue to agree strategies to enable understanding of the need to behave in line with the school expectations.

11 EXCLUSION FROM SCHOOL

As a last resort, where behaviour is extreme, it may be necessary for children to be excluded on a temporary basis. Permanent exclusion is at the discretion of the Headteacher and Governing Body.

| Date of issue | Review date | Date ratified by Governing Body |
|--|-------------|---------------------------------|
| September 2019 | July 2020 | 24.10.19 |
| Signed: Chair of Governors Date 25.10.19 | | |
| Signed: Headteacher  Date 25.10.19 | | |

ABC Behaviour Guidance

| Antecedents | Behaviour | Consequence |
|--|--|---|
| <p>Who was involved? Who was the child working with? What are the adults doing? What is the task? What resources were/ were not available?</p> | <p>What exactly does the child do that is of concern? (if I were a fly on the wall what would I see)</p> | <p>What happened as a result of the behaviour? What did you do / say? What message did this give to the child/ to the adults? What did the child do / say? How do you think the child might be feeling? What do you think the child might be getting out of this behaviour? What do you think the other children / adults might be getting from this behaviour?</p> |

Stages of Crisis – Positive Handling Plan

| | Stage Description | Need for..... | Behaviours | Positive handling responses |
|---|--------------------------|---|---|--|
| 1 | Anxiety/Trigger | Diversion, support and reassurance. | Low Level Shows signs of anxiety, hiding face in hands, bent over/under table, pulling at collar or hat, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, adopting defensive postures. | Low Level Read the body language and the behaviour, intervene early, communicate; 'talk, I'll listen'. Use appropriate humour, display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. |
| 2 | Defensive/Escalation | Diversions, reassurance, clear limits, boundaries and choices. | Medium Level Displays higher tension, belligerent and abusive, making personal and offensive remarks, talking louder, higher quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; "I will not..." "You cannot make me." | Medium Level Continue to use level one strategies + state desired behaviours clearly, set clear, enforceable limits, offer alternatives and options, offer clear choices, give and get out with dignity, assess the situation and consider making the environment safer and getting help, guide the elbows towards safety. |
| 3 | Crisis | Possibly for restrictive intervention appropriate for the service user. | High Level Shouting and screaming, crying, damaging property, moving towards danger, fiddling with electrics, climbing trees, roofs, or out of windows, tapping or threatening to break glass, moving towards weapons, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching. | High Level Continue to use level 1 and 2 de-escalation responses + make the environment safer, moving furniture and removing weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive, use help protocol and save face by changing face. |
| 4 | Recovery | Co-ordinated letting go and reassurance. | Recovery behaviours Can easily be confused with anxiety stage. People may sit quietly in a hunched position the difference is they can revert to extreme violence without the build-up associated with the normal escalation in stage 2. | Recovery positive handling responses Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk. |
| 5 | Depression | Observation, support and monitoring. | After a serious incident people can become depressed, they may not want to interact. | Depression positive handling responses Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage. |
| 6 | Follow up | Listening and learning. | Follow up Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future. | <ul style="list-style-type: none"> • Listen to views of client • What can be learned from this? • Keep appropriate record of incident and responses • Share reports as appropriate – client's file Appropriate professionals meet to discuss plan/risk assessment/care and control plan. |

