

Positive Behaviour Policy



Coates Lane Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

At Coates Lane we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Use restorative approaches to engage children in discussions about their behaviour

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Demonstrates that a 'one-size policy' does not fit all children
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms or on the school yard at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Recognise that behind most behaviours that is an underlying emotion or barrier first

Children want teachers to:

- Give them a ‘fresh start’ every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Make them feel safe and supported

Behaviour for Learning

Coates Lane Primary School’s principle: ‘Be Ready, Be Respectful and Be Safe’

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely. Children are praised publicly and reprimanded in private.

Our school has 3 simple rules ‘**Be Ready, Be Respectful and Be Safe**’ which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include therapy sessions, for example lego therapy/time in the hub/time out of class.

RULES

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to and from the playground at points throughout the day. 5. Praising in public (PIP), Reprimand in private (RIP) 6. Consistent language 	<ol style="list-style-type: none"> 1. Recognition boards 2. Certificates/high 5s 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home 7. SLT praise 8. Class Reward System 9. Wristbands 10. Show work to another adult 11. Golden Book/ HT award 12. Recommendation to HT

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating.

‘Be Ready, Be Respectful and Be Safe’ - This rules is displayed around school and in every classroom and referred to regularly.

Behaviour strategies and the teaching of positive behaviour:

Consistency

All staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school day and the children know the rewards and sanctions that are in place. All children are treated fairly. We are inclusive, some children however with Special Educational Needs may require specific behavioural strategies and consequences.

Respect and Good Relationships:

It is expected that teachers and other school staff:

- Support the whole school agreement towards positive behaviour management
- Should ensure that their lessons are well planned and interesting and differentiated accordingly
- Challenge pupils in their learning to encourage independent thinking and learning
- Are consistent in their approach to all pupils
- Pupils are taught about the importance of taking responsibility for their own actions and how their responses effect those around them
- Pupils are given a choice and asked to consider their actions before making negative decisions
- Where appropriate, pupils are given strategies or areas within school to 'calm down' and reflect before making an inappropriate decision
- All adults in school recognise the importance of mutual respect and building positive relationships with pupils
- Support the behaviour policy
- Pupils are taught through a values based curriculum
- Include PSHE lessons to discuss behaviour issues / teaching of emotional stability
- Teach skills necessary for good behaviour and behaviour for learning – embedded throughout the curriculum and also taught discreetly
- School staff act as role models
- Identify and reward good behaviour
- Identify children that need extra help / support with their behaviour / emotions and liaise with the Early Help Team (WPEH) and where appropriate with help / advice from external agencies

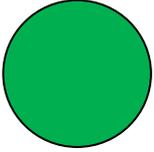
KS1:

Rainbow, Sunshine, Cloud and Raincloud approach

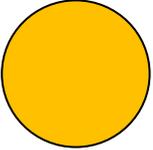


- Every child starts the lesson on the sunshine
- Children will have non-verbal reminders for low level behaviour
- If the classroom rules are not being followed (after a reminder from the adult in the classroom) they then move onto the little cloud
- They get two reminders whilst on the little cloud. (To follow the classroom rules)
- The third reminder moves them onto the raincloud and they have a 5 minute time with Mr Toddington (taking their work with them).
- Each lesson they start again on the sunshine – giving the children a chance to redeem themselves.
- Children can move up to Rainbow if their behaviour is exceptional
- Class teacher will reinforce the behaviour expectations when the child returns to class

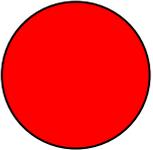
KS2:



Good to be Green – All children begin on Green for each lesson. If children's behaviour falls short of expectation, they are always encouraged to improve this. A final reminder will then mean that if behaviour is not improved their name will be moved to Amber.



If a child's name is moved to amber, this is an opportunity to reflect on their behaviour. Improvement in behaviour will result in the child's name moving back to Green.



If a child's name is moved to red, the child may be asked to move to a different working space, inside the classroom or in a shared learning area e.g. the library. Parents will be informed each time their child is placed on red. Mr Toddington must be informed and they will miss 5 minutes of Golden Time.

Examples of an instant 'red' include:

- Physically/intentionally hurting another person
- Swearing
- Persistent defiance
- Persistent disrespectfulness
- Persistent aggravation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT

Parents phoned

Parents called to school

Seclusion

Exclusion

BEHAVIOUR PATHWAY ACTIONS

- 1) Redirection - Gentle encouragement, a 'nudge' in the right direction, small act of kindness
- 2) Reminder - A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
- 3) Warning - A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
- 4) Moved to Red – A clear verbal caution delivered privately making the learner aware of why they have been moved to Red.
- 4) Time Out - Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
- 5) Follow up/Reparation - A restorative meeting should take place before the next lesson. If the reconciliation is unsuccessful the teacher should call on support from the SLT who will support the reparation process.
- 7) Formal Meeting - A meeting with the teacher, learner and Headteacher, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.

KS1 and KS2:

If children produce poor quality work or insufficient work a child may be asked to stay in at playtime / lunchtime to complete this. Children will always be pre warned that this will be going to happen so that they have an opportunity to redeem themselves.

Rewards

The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. We praise our children in a variety of ways:

- Verbal / non-verbal praise
- Eye contact and smiling!
- Special responsibilities
- Positive visit to other teachers (Head teacher, Deputy, Assistant Headteacher)
- Selected by class teacher for the weekly Recognition Award and rewarded with a certificate in assembly
- Celebrating good behaviour / success
- Stickers from Head teacher / Class teacher for good work or behaviour
- Positive meetings with parents
- Special certificates to mark special events such as sporting achievements
- Extended playtimes
- Positive phone calls
- Postcards
- High 5s
- Golden Certificates
- Wrist bands

Lunchtime staff:

- May reward positive behaviour through the giving of High 5 awards and choosing children to go in the Golden Book. Children in the Golden Book eat with the Headteacher on a Thursday.
- Give stickers
- Lunch time staff are all issued with yellow cards to remind children about good behaviour and red cards to miss part or all of a lunch time.
- Class teachers or when needed SLT are informed about negative behaviour at children at lunchtime.
- Welfare staff must have a clear understanding of what constitutes an immediate 'red'. Examples include physically/intentionally hurting another person

Sanctions

If a child has not behaved appropriately or broken the school rules, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. If a child receives a 'red' within a week when they would be representing school in an event (e.g. sport) they will not be allowed to take part. The member of staff will always consider whether the punishment is proportionate, i.e. reasonable and taking into account the pupil's age, any SEN / disability and religion. This will be directly related to what they have done and will help them to learn how they can put things right. This links to the restorative approach which teaches children to see the results of their actions and how they need to make amends.

Restorative Approaches

The school adopts a Restorative Approach to questioning, each adult is given a prompt card for their lanyard to support restorative conversations:

- What happened / what's happening?
- What were you thinking / feeling at the time?
- What do you feel / think now?
- How have you and the others been affected?
- What do you need?
- What do you need to do to put it right?

We believe that children should take responsibility for their own actions / behaviour. If children have behaved inappropriately they will have to take a logical consequences to reflect on what they have done, how it has affected others and how it can be put right.

Record keeping

All records of behaviour (which may include bullying allegations, homophobic or racial incidents) are kept on CPOMs.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Individual Behaviour Plan'. *Appendix A*

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and by trained staff only. *Appendix B.*

Trained staff are: Mr Maiden

The school will record all serious behaviour incidents and any restraints on CPOMS.

Racial Incidents

Racial incidents in school will be dealt with seriously and will not be tolerated. Exclusion may be used for serious/persistent racial incidents. It will be dealt with in line with the Bullying Policy.

Exclusions

It may be necessary to exclude a child from Coates Lane Primary School although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school and will most likely have their own Individual Behaviour Plan (IBP).

The decision to exclude is taken by the Head teacher and this may be a fixed term or permanent exclusion. The Head teacher will take into account the circumstances, evidence available and the need to balance the best interests of the pupil against those of the whole school community.

The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.
- Absconding from school premises without permission.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded **pupil** from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that **schools** will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Physical Attacks on Adults

At Coates Lane Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Prevention of bullying

Bullying is unacceptable at Coates Lane Primary School and is treated very seriously by all members of staff. 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.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

- Circle Time
- Staff training
- Assemblies linked to our school values
- Monitoring areas within the school building i.e. toilets, cloakrooms etc.
- The use of CCTV to identify bullying around the premises
- Monitoring of playground by staff on duty and the Head teacher.

We believe that by developing excellent relationships we are promoting a school environment where everyone is treated with respect and trust. Children are taught the difference between right and wrong. (Also see our anti-bullying policy)

Confiscation of inappropriate items

School staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably.

An item which had been confiscated by a member of school staff must be kept in the school office until the end of the day when it will be returned to the parents (or in extreme cases the Police)

School staff have the power to search without consent for 'prohibited items', which include:

- Knives / weapons
- Alcohol
- Stolen items
- Illegal drugs
- Cigarettes/tobacco or cigarette papers and vaping equipment
- Pornographic images
- Any article used to or likely to be used in an offense or that could cause damage to property or personal injury
- Mobile phones
- Any item that has been banned by the school rules which has been identified in the rules as an item which may be searched for

School will NOT use force to search for these items.

Weapons, knives and extreme or child pornography must be handed to the Police. Otherwise it is the decision of the teacher when to return the confiscated item or whether to dispose of it.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff.

Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Pupil Support Systems

- All negative behaviour is monitored through the CPOM system in school. DSL's and school leaders monitor this and may highlight pupils who need further support with managing and regulating their behaviour
- Termly Pupil Progress meeting highlight pupils that need further support / intervention for managing and regulating their behaviour or who may need SEND support, at which point a referral would be made to either the SENCO
- Pastoral / behavioural / social support is provided in school. Boxhall profiles are completed to assess the pupils needs and identify key targets and completed again at the end of a series of sessions
- Where appropriate the CAF process will be initiated to access further support for the family and pupil e.g. through Early Help and Well Being service or medical services (paediatrician, CAMHS, Neurodevelopmental Pathway assessment)
- School accesses external agencies to support different needs for the pupil and family
- Where appropriate IBP's are put in place to support the pupil
- Time is planned into the school year for class transitions so that pupils can become familiar with their next class teacher these may also include a transition plan being put in place for key pupils which involves meeting with the parents
- Clear systems are in place to induct our pupils into EYFS this includes: home visits, stay and play sessions, induction afternoons and meetings, contact (sharing or information) with nursery providers
- School works closely with key members of staff from the local high schools to plan for a smooth transition

School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice.

We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan (IBP) will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

- Staff have access to many CPD opportunities throughout the school year. This can include: twilight sessions, staff / inset meetings and online training
- Further CPD needs may be identified through the appraisal process or linked to the School Improvement Plan

School Approach to pastoral care for staff accused of misconduct:

- The Governing Body should instruct the Headteacher to draw on the advice in the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' guidance.

Roles and Responsibilities

The Governing Body:

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 Governors must always remain impartial and reflective, with no bias towards families. The Head teacher has the day-to-day authority to implement the school's 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.

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 the Teachers, Teaching Assistants and other paid staff:

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

- The staff 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 staff treat each child fairly, showing respect and understanding of individuals.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 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 or welfare of a child. Behaviour procedures may follow between school and parents. For example – home school behavioural diary.

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 this policy, 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 to punish 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 initially contact the class teacher. If the concern remains, they should first contact the HT or DT and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Pupils

- Children to set an example to their peers, especially the older children setting the example and expectation of behaviour to the younger children
- Respect all adults in school
- Remind other children if they are showing the incorrect behaviour
- All children should work hard to achieve the range of rewards

Consultation, monitoring and evaluation

The Head teacher monitors the effectiveness of this policy on a regular basis. The Head teacher 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 her on account of bad choices. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors can log incidents on CPOMS.

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 will pay particular

attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. 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.

Complaints Procedure

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office and on the school website.

In respect of this particularly policy it should be noted that:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Appendix A – INDIVIDUAL BEHAVIOUR PLAN

Child's Name:		Date of Plan:		Review Date:
SEND Information (if relevant):				
What does the behaviour look like?				
Stage 1 Anxiety Behaviours		Stage 2 Defensive Behaviours		Stage 3 Crisis Behaviours
What are common triggers?				
De-escalation skills				
Skill	try	avoid	Notes	
Verbal advice and support				
Giving space				
Reassurance				
Controlled choices				
Humour				
Logical consequences				
Planned ignoring				
Time-out				
Removing audience				
Transfer adult				
Success reminded				
Supportive touch				
Listening				
Others				
Diversions and distractions				

Any medical conditions to be taken into account before using Physical interventions?			
De-escalation skills			
Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			
Who has been informed/Where has the incident been recorded?			

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.	
Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	

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Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

Reasonable force - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave
Prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents and any restraints on CPOMS.