



Pontesbury CE **Primary School**

Behaviour Policy

Adopted by the Governing Body: May 2026

Due for review: May 2028

The Governing Body's Written Statement of Behaviour Principle

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Pontesbury CE Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At Pontesbury CE Primary School, we value everyone as an individual, capable of growth, change and development. We have high expectations that support the development of our pupils as effective and responsible citizens underpinned by our vision and values and those of the Church of England.

We recognise that behaviour is a form of communication and we will support children in recognising their emotions and regulating their behaviour. Some pupils may require greater support and time to learn and demonstrate the expected behaviour.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

The purpose of this statement is to give guidance in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed.

Principles

Every child has the right to learn. All children, staff and visitors have the right to feel safe at all times.

Pontesbury CE Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort under the Education Act 2010.

High standards of behaviour are expected. The school ethos is set out to 'Aim High, Climb Higher' and this applies to behaviour too. It is the aim of the Governing Body that this behaviour policy reflects and, where applicable, promotes our school values of: Respect, Resilience, Compassion, Ambition, Happiness and Curiosity.

The vision of the Church of England for children and adults to 'flourish' and to embody 'life in all its fullness' reiterates the need for calm, safe and inclusive approaches to behaviour.

A wide range of rewards are consistently and fairly applied in such a way as to encourage and reward good behaviour around school (which can be personalised to support individual needs).

Sanctions for behaviour that doesn't meet expectation should be known and understood by all staff and pupils, consistently applied (but adaptations and reasonable adjustments will be made, if necessary, to support individual needs).

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to

use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available to support as necessary for pupils who do not meet behaviour expectations.

We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising expected behaviour.

We expect pupils and parents to cooperate to maintain an orderly climate for learning. Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

The school's Behaviour Policy will ensure that there are measures to encourage expected behaviour, self-regulate and respect, and prevent all forms of bullying amongst pupils; it must also provide guidance on the use of reasonable force and other physical contact.

The Governors emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

This written statement of behaviour principles is reviewed and approved by the Curriculum Committee annually.

At the heart of this policy is the Church of England's vision for education, '**Educating for life in all its fullness**', and our school vision, '**Aim High, Climb Higher**', inspired by Psalm 121: "*Lift up my eyes to the mountains... My help comes from the LORD.*" These principles guide us in creating a community where every child and adult can flourish. This policy sets out how we promote and model expected behaviour in line with our Christian foundation and statutory guidance.

Good behaviour at Pontesbury CE Primary School is central to a good education. Behaviour at our school will be managed to provide calm, safe and supportive environments where pupils can learn and thrive. Learning how to and then behaving well and appropriately within the school is vital for all pupils to succeed.

Aims

The aims of this policy are:

- To establish and maintain approaches to positive behaviour management that is **consistent** throughout the school.
- To make sure that behaviour in school facilitates high quality learning for all.
- To develop and reinforce positive attitudes.
- To promote the values of Ambition, Respect, Compassion, Happiness, Curiosity and Resilience.
- To encourage every member of the school community behaves with consideration and concern of others enabling positive relationships to flourish.

Standards of behaviour

High expectations, standards and aspirations are at the heart of a successful school.

In seeking to define acceptable standards of behaviour, we must acknowledge that these are goals to be worked towards rather than expectations that are fulfilled or not. Children bring to school different talents, abilities and behaviour patterns. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress, achievements and attainment, so we measure standards of behaviour in terms of children's developing ability to conform to our behavioural goals/principles.

Violence, threatening behaviour or abuse by pupils or parents towards the school's staff or pupils will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

School Ethos

The key to good behaviour management is to establish positive, healthy working relationships between all staff and pupils and to make learners feel important, valued and like they belong.

The adults encountered by the children in school have an important responsibility to model high standards of behaviour, both in dealing with the children and each other, as our example has an important influence on the children.

Adults will also model acceptance and support of individual differences.

The Three Rules

At Pontesbury CE Primary School, three simple rules apply to every situation for maintaining good behaviour.

They are to be:

Ready

Respectful

Safe

Staff will use these rules consistently to determine clear expectations and boundaries. These three rules will be understood by all pupils to ensure that high standards of behaviour are consistently maintained whilst taking into account individual needs.

Ready, Respectful, Safe – RRS

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to high standards of expected behaviour. Through planning for the needs of all pupils, the active involvement of pupils in their own learning, and constructive feedback for pupils, all help to avoid feelings of alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and adaptations or reasonable adjustments to meet the needs of all abilities. Marking and record keeping should be used as a supportive activity in-line with the school's marking policy, providing feedback to the children about their progress and achievements and as a signal that children's efforts are valued and that their progress matters.

This will extend further to the use of assemblies/worship and PSHE lessons to promote mutual understanding and respect for each other alongside the management of feelings and emotions in different scenarios. Staff will also use further intervention in a more ad-hoc way as issues/challenges present themselves to ensure that they address these within a timely manner

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which their efforts are valued. Positive relationships between adults and children, strategies for encouraging expected behaviour, arrangements of furniture, access to resources and class displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. The school will seek reasonable adjustments and make best endeavours to ensure that all learning environments are as inclusive as possible.

Teaching methods should encourage enthusiasm and active participation for all, including pupils with SEND. Praise should be used to encourage expected behaviour as well as good standards of work.

Positivity and Rewards

Our emphasis on rewards is to reinforce expected behaviour.

There will be a focus on positive behaviour – recognising and praising expected behaviour, whilst reducing the attention away from unexpected behaviour.

If poor behaviour does occur, pupils may require time and space to process and reflect upon the situation with an encouraging, supportive and/or restorative approach adopted first.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest rewards are praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be high.

Rewards are the most effective if they follow immediately upon the desired behaviour.

Rewards at Pontesbury (but not limited to):

- Praise for good behaviour – verbal, visual, body language, smiles, etc.
- Class reward systems – appropriate to the age of the children, needs and developmental stage of the children
- Whole school reward systems – House Points, 'Positive'/'Posi' Notes, etc.
- Commendation to other members of staff and/or parents/carers
- Achievement awards presented in Achievement Assembly.

It is important to remember that children will have very different standards of personal behaviour. Some children will need more support than others, just as some

children need more academic support than others. It is important to 'catch children' demonstrating the expected behaviour, act upon and praise pupils to further encourage positive outcomes.

Some children will be working towards individual standards of expected behaviour and these will be recognised and praised through various strategies e.g. Positive Book, etc.

Above all, rewards should be encouraging, meaningful, manageable and praise expected behaviour.

Strategies Used in Dealing with Disruptive Behaviour, Challenging Behaviour and/or Emergency Situations

Five Pillars of Practice

Staff will adopt the five pillars of practice to ensure there is a consistent approach in managing behaviour and implementing the RRS rules.

1. Consistent, calm, adult behaviour (Low Energy)
2. First attention for best conduct (Positive Start)
3. Relentless routines (Vigilance)
4. Scripting difficult interventions
5. Restorative follow-up

Pupils with SEND / additional needs

For some pupils with SEND or additional needs, behaviour that seems challenging may reflect *unexpected behaviour* linked to their underlying needs or moments of dysregulation. This does not always indicate intent or "poor behaviour". Staff will aim to understand what the behaviour may be communicating and provide appropriate support, adjustments and regulation opportunities.

Behaviour Book

An individual electronic Behaviour Record will be used to record specific incidents of poor (and positive) behaviour when an incident has been dealt with by the Headteacher/Deputy Headteacher and/or when a specific incident has been reported to the Headteacher/Deputy Headteacher. The Behaviour Record will record the following:

- Incident
- Action, Consequence & Parental Communication
- Does the incident constitute bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/ transphobic bullying, use of derogatory language and racism?

The Behaviour Record will also be used when it is necessary to track an individual's behaviour standards over a period of time e.g. when a Behaviour Support Plan has been implemented.

Behaviour Support Plans

When necessary, a Behaviour Support Plan may be co-produced for individual pupils between the school and parents/carers (and sometimes with the support or input from external agencies) to support a pupil in achieving and maintaining high standards of behaviour.

There will be a focus on the child's strengths and what works well for the individual. It will also identify key barriers and what support / reasonable adjustments / strategies will be put in place to support the pupil in achieving the expected behaviour.

Outside Agencies

Other agencies may be contacted to provide behaviour support to the school, pupil and parents/carers to prevent particular behaviours from escalating (e.g. Education Access Service, Educational Psychologists, Advisory Services, Early Help, Parenting Team, Etc.). Engagement with these services will be determined on an individual basis with a view of being proactive.

Child-on-child / Sexual Harassment

Child-on Child abuse and sexual harassment will not be tolerated under any circumstances.

Any allegation will be dealt with immediately and the pre-determined Child-on-Child / Sexual Harassment Risk Assessment will be implemented when necessary (see Safeguarding Policy).

Physical Intervention

Physical intervention will be used as a last resort.

Where it is necessary to physically intervene to safeguard the welfare of a child, the physical intervention policy should be followed.

If a member of staff is ever in any doubt, or the child refuses to cooperate, staff should send for a colleague or, if necessary, the Deputy Headteacher or Headteacher.

Screening and Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are (but not limited to):

- phones
- electronic devices e.g. tablets
- smart watches (with cameras)
- cameras
- knives or weapons
- alcohol
- illegal drugs
- medication
- stolen items
- tobacco and cigarette papers
- vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified (which may not be listed above).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

See Safeguarding policy for further details.

Malicious Accusations Against School Staff and the Pastoral Care Available to Staff Accused of Misconduct.

In line with National Education Union advice, where a pupil has made accusations against school staff which are found to be malicious, appropriate action will be taken in-line with the Behaviour and Safeguarding Policies. This could include temporary or permanent exclusion and even a referral to the police if it is believed that a criminal offence may have been committed.

Behaviours Beyond the School Gate and Outside School Hours

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006).

In response to non-criminal poor behaviour and bullying which occurs off the school premises and which is witnessed by a staff member, member of the school community or reported to the school by a member of the public, the school may investigate and respond appropriately to the unexpected behaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- engaging in misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school
 - o poses a threat to another pupil or member of the public
 - o could adversely affect the reputation of the school.

In all cases of misbehaviour, the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Restorative Conversations & Consequences

Punishment doesn't teach better behaviour; restorative conversations do.

However, every action does have a consequence. Where necessary, all consequences should take individual circumstances, and the child's view, into account, and be in proportion to the unexpected behaviour/offence. This may be as simple as a verbal reprimand or restorative conversation. Other sanctions, listed below, can be used.

When issuing a sanction, staff will remember to:

- Recognise that all behaviour is a form of communication
- Make it clear why the sanction is being applied
- Make it clear what changes in behaviour are required to avoid future sanctions/consequences
- Make a clear distinction between minor and major offences
- Criticise the behaviour and not the person
- Be calm, fair and consistent.

Children with a Special Educational Need may require greater support, time and space to process and reflect upon the situation and conversations.

Classroom Sanctions at Pontesbury (but not limited to):

- Verbal reprimand
- Visual warnings
- Restorative conversations
- Move place, work alone
- Loss of privileges within the school day
- Missing a break time
- Time out in another class
- Note/phone call/discussion to/with parents/carers
- Sent to Deputy Headteacher (and recorded within Behaviour Record)
- Sent to Headteacher (and recorded within Behaviour Record)
- Letter home to parents/carers
- Meeting with parents/carers

Playground/Breaktime Sanctions at Pontesbury (but not limited to):

- Verbal reprimand
- Restorative conversations
- Time out under supervision – outside
- Time out under supervision – inside (refer to class teacher)
- Referral to class teacher
- Referral to Deputy Headteacher (and recorded within Behaviour Record)
- Referral to Headteacher (and recorded within Behaviour Record)
- Letter home to parents/carers
- Meeting with parents/carers

There is no use of physical punishment.

Suspensions and Permanent Exclusions

In cases of persistent or severe poor/unexpected behaviour a suspension may be issued by the Headteacher.

In very rare cases, a permanent exclusion can occur.

Permanent exclusion would only be considered

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In making the decision whether a child should be suspended or permanently excluded, the school will:

- take account of any contributing factors that are identified after an incident of unexpected behaviour has occurred. For example, where it

comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

- take into account a child's additional needs.
- take into consideration a school's duties under the Equality Act 2010; schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation, because of a pregnancy/maternity, or because of a gender reassignment.

In addition, the school will adhere DfE regulations covering the use of suspensions or permanent exclusion in '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England*', September 2022, together with guidance issued by the Local Authority.

Clear Communication and working with parents/carers

There should be clear communication between staff, and with parents/carers, when necessary, to celebrate positive behaviour or to try to prevent poor behaviour from re-occurring through a 'united' front.

One-Page Blueprint for Staff

A one-page policy / blueprint for staff outlines this policy and the school's consistent and positive approach in promoting and maintaining high standards of behaviour (see **Appendix A**).

Roles and responsibilities

Roles and responsibilities of the Governors

- A responsibility to ensure that the school complies with this policy
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour
- To ensure that this policy is maintained and updated

Roles and responsibilities of the Headteacher

- To identify the high standards of behaviour that are acceptable to the school
- Ensure that all in the school community are aware of and comply with this policy
- Work with everyone in the school community to create an ethos that makes everyone feel valued and respected
- Promote expected behaviour by developing positive relationships with everyone involved with the school

- Encourage expected behaviour and respect for others, in order to prevent all forms of bullying among pupils
- Provide guidance, support and training for all staff (including new staff during induction)
- Monitor the effectiveness of this policy and annually report to the Governing Body on the levels of behaviour at the school

References

State Funded School Inspection Toolkit – Behaviour & Attitudes

[State-funded school inspection toolkit version 1.1](#)

DfE Behaviour in Schools – Advice for Headteacher and School Staff – July 2022

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)

Education Endowment Foundation (EEF) – Improving Behaviour In Schools Research

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

When the Adults Change, Everything Changes by Paul Dix

(Chapter 1 pg. 3-17, Chapter 3 pg. 42-45, Chapter 4 pg. 60-61, Chapter 8 pg. 128-131 & 132-134, Chapter 10 pg. 161, 167-168, 172 and 175 and Chapter 11 pg. 182 & 184)

The Running The Room Companion by Tom Bennet

(Chapter 6 pg. 75-83)

Teaching Walkthus 1 by Tom Sherrington & Oliver Caviglioli

(Behaviour & Relationships pg. 34-47)

Teaching Walkthus 2 by Tom Sherrington & Oliver Caviglioli

(Behaviour & Relationships pg. 34-51)

Teaching Walkthus 3 by Tom Sherrington & Oliver Caviglioli

(Behaviour & Relationships pg. 40-57)

High Aspirations, Clear Expectations and Positive Behaviour Management are Key Ingredients for Creating an Effective Learning Environment Article by Bethan Coles

([High aspirations, clear expectations and positive behaviour management are key ingredients for creating an effective learning environment : My College \(chartered.college\)](#))

DfE Exclusion Guidelines

(<https://www.gov.uk/government/publications/school-exclusion>)

School Child Protection Policy

Searching, Screening and Confiscation - Advice for schools July 2022

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Education Quality Advisor Review – June 2025

Parental Consultation – June 2025

Appendix A



Behaviour Management Policy (One-Page Blueprint for Staff)



High expectations, standards and aspirations are at the heart of a successful school.

This one-page policy/blueprint outlines the school's consistent and positive approach in promoting and maintaining high standards of expected behaviour.

VALUES:

Every adult should promote the school values throughout the daily life of school and support the pupils to be: Respectful, Resilient, Compassionate, Ambitious, Happy and Curious.

All pupils will be encouraged to '*Aim High, Climb Higher.*'

RELATIONSHIPS

The key to good behaviour management is to establish positive, healthy working relationships with all pupils and to make learners feel important, valued and like they belong.

POSITIVITY

Focus on the positive behaviour – recognising and praising expected behaviour, whilst reducing the attention away from unexpected behaviour.

Recognising the positive behaviour can be achieved through various means e.g. verbal praise, visual praise, written feedback, rewards (house points, achievement awards), 'positive'/'posi' notes, etc.

READY, RESPECTFUL, SAFE

Three simple rules apply to every situation when managing behaviour.

These three rules are: **READY, RESPECTFUL and SAFE (RRS)**

Staff should use these rules consistently to determine clear expectations and boundaries and encourage that pupils always adhere to these.

FIVE PILLARS OF PRACTICE

All staff should adopt the five pillars of practice to ensure there is a consistent approach across the school in managing behaviour and implementing the three RRS rules.

The five pillars are:

1. Consistent, calm, adult behaviour (*Low Energy*)
2. First attention for best conduct (*Positive Start*)
3. Relentless routines (*Vigilance*)
4. Scripting difficult interventions
5. Restorative follow-up

RESTORATIVE CONVERSATIONS & CONSEQUENCES

Punishment doesn't teach better behaviour; restorative conversations do.

However, every action does have a consequence. Where necessary, all consequences should take individual circumstances into account and be in proportion to the unexpected behaviour/offence. This may be as simple as a verbal reprimand, visual warning or restorative conversation. Other sanctions can be used appropriately in-line with the school's Behaviour Policy.

CLEAR COMMUNICATION

Ensure clear communication between staff, and with parents/carers, when necessary, to celebrate positive behaviour or to try to prevent unexpected behaviour from re-occurring through a 'united' front.



Pontesbury CE **Primary School**

Physical Intervention, **including use of reasonable** **force**

Reviewed: May 2026

Next review date: May 2028

At Pontesbury CofE Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do, however, recognise that children sometimes are unable to make positive choices when dysregulated. On rare occasions, this may result in a situation that requires some form of restrictive intervention by staff.

Our policy for restrictive intervention is based upon the following principles:

- Restrictive intervention should be used only as a last resort when other appropriate de-escalation strategies have failed. *Is it necessary?*
- Any physical contact should be only the minimum required/least amount of time. *Is it proportionate?*
- Restrictive intervention must be used in ways that maintain the safety and dignity of all concerned. *Have you considered the pupil's welfare?*
- Incidents must be recorded and reported to the Headteacher as soon as possible.
- Parents will be informed of each incident.

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

At Pontesbury CofE Primary School we aim to avoid the need for restrictive intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which 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.

Staff Training

The school will have Crisis Prevention Training (CPI) trained members of staff who are able to support, and/or assist, members of staff should there be a requirement to try to help prevent restrictive intervention or to restraint.

Use of Restraint

Restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment or for a member of staff to exert authority.

Staff are only authorised to use reasonable force in applying 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. 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 restrictive intervention or restraint as a last resort.

The following guidance is given to the staff:-

DO

- Implement de-escalation strategies and be aware of individual needs
- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible as a witness
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance
- Allow time and space for children to process the situation

DO NOT

- 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 beyond the normal range of movement

- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment or to exert authority

Actions After an Incident

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 headteacher 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, be checked by trusted adult of injuries 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 Behaviour Support Plan, which may include an intervention e.g. anger management programme or other strategies agreed by the SENDCO. This may require additional support outside agencies or services, for example the Local Authority Behaviour Support Team, Woodlands, Etc.

In some circumstances, Early Help processes 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 CPOMs with the following information:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

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 with the following information and to provide an opportunity to discuss the incident:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Behaviour Support Plans & 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 through a Behaviour Support Plan and/or Risk Assessment.

Behaviour Support Plans and/or Risk Assessments 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 actions 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.

We will review this policy in a timely manner.

References

CPI Intervention Training & Materials

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England Care and Control Guidelines 2006

Keeping Children Safe in Education

School Behaviour Policy

School Child Protection Policy

School Safe Working Policy

School SEN policy