

## BEHAVIOUR POLICY



## ST DAVID'S CE PRIMARY SCHOOL

**Version 2: January 2023**

<b>Date approved by LGB</b>	<b>28.3.3023</b>
<b>Review Period</b>	<b>Annually</b>
<b>Signed by Chair of LGB</b>	

Note: All content should be read, adjusted and personalised according to your school's profile, procedures and practices.

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## 1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management across our schools.
- Define what we consider to be unacceptable behaviour in our Trust, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline the system of rewards and sanctions.

## 2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

## 3. DEFINITIONS

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of a school rule

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

## 4. BULLYING

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Racial</b>	Racial taunts, graffiti, gestures
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As Ventrus, we believe:

- Bullying, including cyber bullying, is unacceptable.
- A solution-based approach to bullying must be adopted.
- Seeking help and openness should be proactively encouraged.
- All members of our community will be listened to, taken seriously and involved in decision making/solutions.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- We tackle bullying best by encouraging an environment where individuality is celebrated, and individuals can develop without fear.

- We maintain and develop effective listening for children and staff within our school e.g., through relationships education, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.
- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- We ensure that all adults who have contact with our children e.g., midday supervisors, part-time staff, volunteers, support staff etc know how to respond if they witness or are told of a bullying incident.
- We acknowledge the key role of every staff member in dealing with incidents of bullying.
- We ensure that all incidents of bullying are recorded, and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for all children involved to affect a positive change on future behaviour.
- We promote emotional health and wellbeing across the whole school.

#### **4.1 Reporting**

Pupils, parents and staff can report incidents of bullying in person, via telephone or in writing. All reports of bullying will be recorded on CPOMS, this will include details of actions taken by the school, sanctions, support and monitoring.

Incidents of bullying will be reported to governors termly. Incidents involving prejudice, hate and discrimination will be reported to the local authority.

Some forms of bullying are illegal and should be reported to the police, further information can be found here: <https://www.gov.uk/bullying-at-school>. In serious cases it may also be necessary to refer to MASH or Prevent.

#### **4.2 Action**

When a concern has been reported about a potential bullying issue, it is important that pupils or parents be assured that action will be taken. Our response will be as follows:

- The teacher/tutor will act on the information they have been given by a child/parent/member of staff, within two school days. The teacher/tutor may need to speak to other children, other staff members (including the Headteacher/Deputy Headteacher/SENDCo) and/or other parents to gain a better understanding of issues raised/events being investigated.
- The teacher/tutor will then personally contact the parent to inform them of the actions taken and the outcomes of them. In some cases, where the outcomes indicate it is appropriate, the Headteacher/Deputy Headteacher /SENDCo may make this contact with parents instead of the teacher/tutor.
- In some cases, it may be necessary for a teacher/tutor to meet with a parent and child in person; the Headteacher/Deputy Headteacher may also attend this meeting.
- The process should not take longer than 5 days.

#### **4.3 Sanctions**

Actions will be in line with our agreed school sanctions in section 7 of this policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative approaches
- Time away from an activity, including break times
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the Headteacher expressing concerns
- Time out from the classroom

- Pastoral support plan
- Internal exclusion
- Suspension from school
- Permanent exclusion

#### **4.4 Support**

The school will offer support to pupils who have experienced bullying through enhanced pastoral support, including talk-time and age appropriate discussion materials. A period of monitoring will be put in place and if required a referral to an outside support agency may be made (e.g., CAHMS, Open Minds).

Pupils who are identified as being vulnerable to bullying will be offered opportunities for additional support with understanding strategies covered in the PSHE curriculum for managing healthy friendships and when to seek help.

The school will also offer help and support to children displaying bullying behaviour to change their attitudes and understand why it needs to change via intervention, working with parents and outside agency support if required.

#### **4.5 Prevention**

We aim to prevent and minimise incidents of bullying through the following whole school strategies:

- Delivering a high quality PSHE and Relationships curriculum
- Creating a school culture where pupils know where to seek help and 'speaking out' is encouraged
- By developing and maintaining good relationships between staff, pupils and parents, where listening and trust are valued
- By acting quickly to manage friendship and social issues at a low level to prevent escalation
- By training staff and sign posting parents and pupils to helpful information (e.g., via events such as anti-bullying week).

#### **4.6 Training**

Staff are trained in preventing bullying and how to handle bullying through:

- Induction
- As part of safeguarding training
- Ongoing internal CPD
- Working with outside agencies
- Specific training e.g., Positive Intervention Techniques

### **5. ROLES AND RESPONSIBILITIES**

#### **5.1 The Trust Executive Team**

The Executive Team is responsible for monitoring and reporting on the effectiveness of this Behaviour Policy.

#### **5.2 The local governing body**

The local governing body of each school is responsible for agreeing this Behaviour Policy in its school.

#### **5.3 The Headteacher**

The Headteacher develops this policy in consultation with staff; the Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.
- Discussing concerns about pupil behaviour with parents, this may be via telephone, in person, by email or letter (example letter templates are provided in appendix 3).

The senior leadership team at each school will support staff in responding to behaviour incidents.

## 5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

# 6. PUPIL CODE OF CONDUCT

Pupils are expected to:

- Follow our school rules:
  - *We are kind to everyone*
  - *We are fair*
  - *We look after all property*
  - *We are honest*
  - *We listen to each other*
  - *We always try our very best*

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

# 7. REWARDS AND SANCTIONS

## 7.1 List of rewards and sanctions

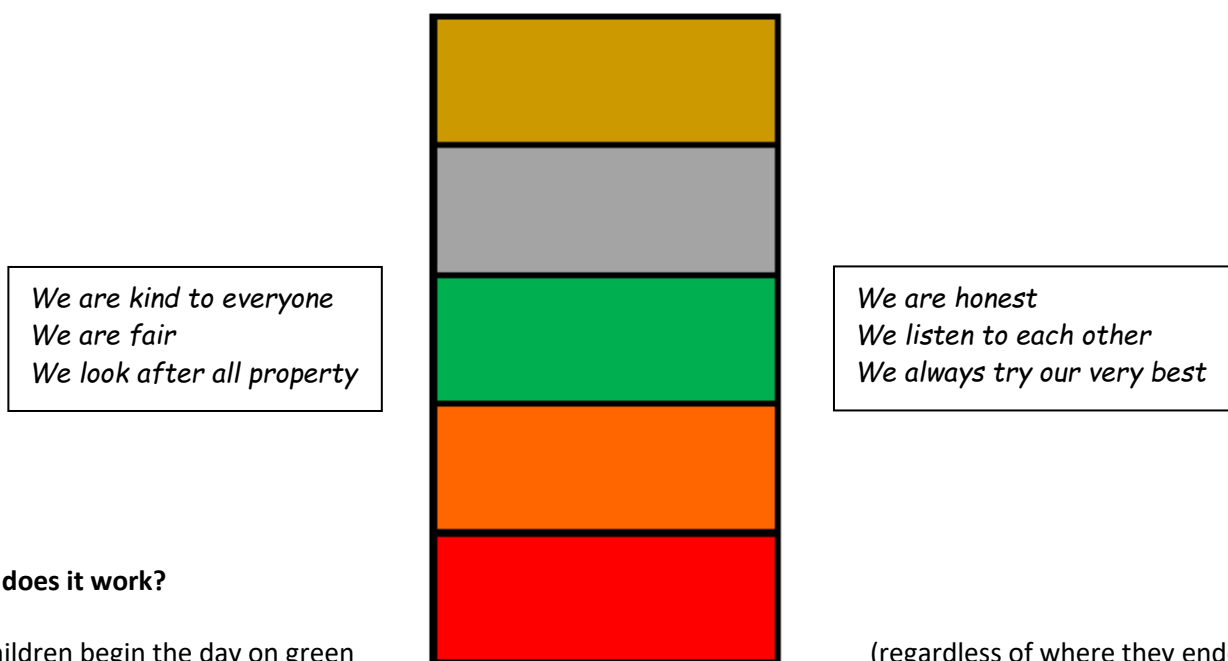
- Verbal praise, smiles and supportive comments given by all adults;
- Positive comments written on work;
- Praising good behaviour (based on our school rules and values) as well as work;
- Team points given;

- Verbal and/or written comments to parents;
- Awards for Star Learner, Reading, Lunch Time given weekly etc;
- Giving children responsibility as a reward;
- Headteacher being made aware of excellent behaviour / work – to receive a Headteacher Award sticker
- At the “Whole School Assembly” at the end of each term - Head Teacher to award Proper Job Star Award to one child per class – outstanding behaviour or achievement. Children are chosen by the class teacher along with staff working in the classroom
- Teachers to use Parents/Carers evenings and end of year report to highlight specific successes;
- Family Groups rewards system;
- When on trips, residential and wearing uniform the same standard of conduct and behaviour is expected;
- Use of weekly newsletters to celebrate successes.
- Phone calls home to parents
- Special responsibilities/privileges

The traffic light system will be used to celebrate the exceptional behaviour and **repair** the negative behaviour demonstrated by children in our school.

Children with SEN may have an individual behaviour plan supported & monitored by the SENDCO

In each classroom, there will be a poster as below (gold, silver, green, amber, red). Names of each child in the class will be displayed.



### How does it work?

All children begin the day on green (previous day).

If a child displays **good behaviour** linked to our school values and school rules, they get moved up the chart each time by one step, until they reach gold where they receive a team point. Their name then returns to the green zone.

If a child displays **negative behaviour** or acts in a way that is not safe, they are given a verbal warning, and should this happen again they will be moved to amber.

If behaviour continues to present negatively, they will be moved to red and miss 15 minutes of their lunch break. The child will be informed that they will have a reflective ‘time out’. Their name returns to green to start the process again. A further return to red adds another 15 minutes to that time. Any further negative behaviour will require following the escalation protocol below.

Any minutes from the afternoon session will be spent the following lunch time.



If pupils receive a red sanction 3 times in a half-term, then all three incidents are recorded on CPOMs and a **meeting with the child and the parent is held by the class teacher** to discuss the events to that point.

If pupils receive a further red sanction 3 times in a half-term, then again incidents are recorded on CPOMs and a meeting with the **child and the parent is held by the class teacher and the Headteacher** to discuss the events to that point. A home/school report book will be introduced for an agreed period.

A further 3 incidents will lead to a further meeting with the Headteacher, SENDCo and any other relevant parties to explore further supportive strategies before recourse to more formal exclusion procedures.

Some extreme behaviour may trigger the immediate involvement of the Headteacher. If, in the judgement of the Headteacher, either individual or consecutive acts of serious negative behaviour by any child endangers the safety of that child or other children, then the Headteacher may judge exclusion to be necessary: internal, external fixed term or permanent exclusion.

Only the Headteacher can exclude a child. In such cases, guidelines are to be followed.

There are appeal procedures for the above and it is vital that proper and detailed notes have been kept about the child's unacceptable behaviour.

### **Procedures for reflective 'time outs':**

- These will take place at 12pm -12.30pm in the Headteacher's office
- A 'Reflection' sheet will be completed – these are adapted for either KS1 or KS2
- The Headteacher will ensure that the sheet is completed with care and thoughtfulness
- The Headteacher will discuss the completed sheet and remind the child of behaviour expectations before signing, dating and filing the sheet.
- Blank copies of sheets will be kept in the file
- A behaviour log at the front will be completed each day with names and classes and a brief reason for the time out
- The headteacher will review this log every half term.

Behaviour management will be underpinned by the use of positive language and reference to the behaviour not the child: e.g. 'X was not a good thing to do' rather than 'You are...'

Praise should be used generously and linked to the behaviour: 'Well done, you're sitting sensibly and ready to learn', 'Thank you for being ready to learn so quickly' or 'Well done X'.3.

Sanctions are based upon the premise that all children can be expected to behave appropriately. This will be phrased to encourage children to take responsibility for their behaviour: 'I'm sorry X but if you continue to do Y, you will be choosing to move to the Z part of our behaviour chart. Can I rely on you to make sure you stay on the A part of the chart?'

### **Sanctions in the Playground**

1. Children get a verbal reminder of appropriate behaviour and should accompany an adult for an appropriate period of time.
2. TAs to advise class teachers of behaviour issues at the end of lunch time.
3. If a child is still not behaving appropriately, they are sent to a member of the Senior Leadership Team who will deal with the behaviour and speak with class staff/parents

### **Lunchtime behaviour**

Both positive and negative behaviours will be noted in MTA notebooks and shared with the children at the time and then passed onto the teacher appropriately at the end of the lunch time. Children will stand by the wall for a warning and sent to the HT for further negative behaviour.

Children will earn team points. Team points are an instant reward for good work, exemplary behaviour, kindness, setting a good example, being helpful.

Team points will be collated weekly by Y6 pupils and shared during our weekly Celebration Assembly.

School value nominations, which can be nominated by any staff member, will also be shared in our weekly Celebration Assembly.

NB: Only **one** Team Point may be given at a time

### **Extreme Behaviour**

Extreme behaviour includes:

- Wilfully hurting another child or adult.
- Wilfully destroying property
- Overtly refusing to do what he/she/they are being asked to do.
- Engaging in any behaviour that prevents the class from functioning safely or that is prejudicial.

#### **Escalation protocol:**

A Class teacher requests that child removes themselves to a safe space for instant reflection

B Class teacher to gain support from SLT to request that child removes themselves to a safe space for instant reflection

C SLT to provide two choices to the child e.g.

1. Remove self
2. Supported move

See appendix 3 for sample letters to parents about their child's behaviour.

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy, statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. BEHAVIOUR MANAGEMENT**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents.

Please see Appendix 4 for further information

## 8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Schools will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

# 9. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. TRAINING**

Our staff are provided with training on managing behaviour, including the school policy on use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development, this may be delivered internally or via advice from outside agencies.

An example staff training log can be found in appendix 1, schools may also keep records of external training via certificates and log training via Microsoft Forms.

## **11. MONITORING ARRANGEMENTS**

This Behaviour policy will be reviewed by the Headteacher and Executive Team, each year. At each review, the policy will be approved by the local governing body.

Headteachers will review and approve the relevant sections applicable to their school.

## **12. LINKS WITH OTHER POLICIES**

This Behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## APPENDIX 1 STAFF TRAINING LOG

Example training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER/TRAINING ORGANISED	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

## **APPENDIX 2 BEHAVIOUR LOG**

Our practice is to record behaviour incidents on CPOMS, including the information detailed below:

- Name
- Date/Time/Location
- Name of staff member reporting the incident
- When did the incident take place (before/after school, lunch time, break time)?
- What happened? Who was involved?
- What actions were taken, including any sanctions?
- Is any follow up action needed? If so, give details.
- People informed of the incident (parents, social care if applicable, police, other staff).

### APPENDIX 3 LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR – TEMPLATES

Feedback to parents about pupil behaviour may be via telephone, in person or by email. Contact with parents about behaviour will be logged on CPOMS, **letters can only be sent home with the knowledge of the Headteacher.**

Please adapt these letters according to how you manage behaviour in your school. These are suggestions only.

#### First behaviour letter

Date: XXXX

Dear parent/carer

Recently, your child XXXX has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

Class teacher signature:

Class teacher name:

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#### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Date: XXXX

Dear parent/carers

Following my previous letter regarding the behaviour of child name XXXX I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Please phone/visit the school office to make an appointment.

Yours sincerely

Class teacher name:

Class teacher signature:



### Third behaviour letter

Date: XXXX

Dear parent/carer

I am sorry to report that, despite meeting and creating a behaviour contract, **child name XXXX** has continued to misbehave.

**Child Name XXXX** would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the myself (Headteacher), the special educational needs co-ordinator and their teacher, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely

Headteacher name:

Headteacher signature:

### Appendix 4 Passive Intervention and Prevention Strategies

#### **Things to remember:**

- Almost 100% of incidents can be supported/solved without physical intervention and this strategy should only be used if it is appropriate and necessary.
- Behaviour is a communication of an unmet need - What is it?
- How much of a problem is it? Can you positively ignore and then praise immediately when appropriate?
- Keep focused on the PRIMARY behaviours not the secondary (e.g., a verbal reaction)
- Use an instruction 'You need to sit down.'
  - Calmly repeat.
  - Give a choice.
  - Calmly repeat.
  - Consequence 'If you don't .... then....' (Natural and logical consequences)
  - Give positive as soon as possible.
- Staff supporting each other. Can use script 'I am available for help' Use of limited adults is best.
- Share pocket sized prompt cards with staff to remind of strategies to use to reduce risk.

#### Card Prompt Ideas

##### **Have you tried?**

-Distraction  
-Choice  
-Non-verbal (visual)  
-Simple instruction

-Humour  
-Change of face  
-Change of place  
-Saying 'I wonder'

-Ignoring

- Validate feeling
- Highlight wanted behaviours
- Include them in the plan/next step
- Positive gestures
- Down to their level
- specific praise
- use of objects
- respect personal space

- Be respectful of the child's SPACE. Side on approach rather than face to face.
- The first person to calm down is *you*.
- A child will move through the 'stages of crisis.'

The child:	Our role:
Trigger	Observe/inform
Build up	Defuse/ respond
Crisis	Passive intervention only if necessary and after prevention strategies
Recovery	Re-assure/ wait
Depression/fatigue	Post incident support/ repair and rebuild relationships/ restorative approaches

- All members of staff are authorised members of staff to 'use force' as instructed by the Headteacher. We all have a duty of care but why is it necessary?

### Legislation and Guidance

As a rule, nobody has the right to touch, move, hold or contain another person. *However*, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is NECESSARY. The best legal defence would be to show that any actions taken were in the child's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE.

In the Education and Inspections Act 2006 (part 7): A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

- a) committing an offence
- b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force (There is no legal definition) must be \*the minimum force for the desired result \*proportionate to any force used against you. Disproportionate force would be an offence. It is always unlawful to use force as a punishment.

Principles of passive intervention:

- The safety of both children and staff are equal.
- Safety is paramount for both.
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving.

It is designed to:

- Give the pupil back some control and help in calming down.