

2023- 2024



# PEEL HALL PRIMARY SCHOOL

# BEHAVIOUR POLICY

# Behaviour Policy

Peel Hall Community Primary School

Head Teacher: S. Lawler-Smith

## Named personnel with designated responsibility

Designated SLT	Deputy designated SLT	Nominated Governor	Chair of Governors
S. Lawler-Smith	Chris Wilson Julie Allen		Elliot

Head Teacher	Sign and Date	
Chair of Governing Board	Sign and Date	

Next Review Date	September 2023
Committee Responsible	Governing Board
Document locations	Shared Drive

## Change History

Version	Date	Change Description	Stored
1	January 2022	New Behaviour policy	
2	January 2024	Behaviour policy updated following SLT Dec 23	Policies staff resources
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Together we *achieve* our best

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# AIMS AND RESPONSIBILITIES

## **We believe that:**

- Good behaviour and discipline are the foundations of all learning. Without a calm, orderly atmosphere, effective teaching, and learning cannot take place.
- Good behaviour and good choices need to be taught and modelled by staff, parents, and peers consistently. They are not automatically learned.
- Every child can make right choices. Staff must have the belief that all children can improve their behaviour with the right support.

## **Aims of the Behaviour Policy**

1. To encourage a calm, purposeful and happy learning environment within our school.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline, and sense of responsibility towards themselves and others.
4. To develop a consistent approach for managing behaviour by all staff.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism, or racism when they occur.

## **Responsibilities**

The school is committed to creating a safe and secure environment in which children can learn.

We believe that every member of the school community has a responsibility for modelling and promoting good behaviour in school. Staff are committed to working closely with parents, pupils, and governors to promote positive behaviour and to create a culture of respect.

### ***Responsibilities of the children***

1. To work to the best of their abilities and to allow others to do the same.
2. To always treat others with respect.
3. To follow the instructions of all staff working in the school.
4. To take care of property and the environment in and around school.
5. To always display good manners.
6. To move sensibly and quietly around the school building.
7. To share in celebrating the achievements of all members of the school community.
8. To be welcoming to visitors to the school.

These shall be displayed in every classroom and be discussed in lesson format at beginning of every term.

### ***Responsibilities of staff***

1. To fully comply with the school's policies and procedures.
2. To attend appropriate training.
3. To inform the Head Teacher (Executive Head Teacher where applicable) of any concerns.
4. To treat all children fairly and with respect.
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences.
6. To maintain high expectations of pupil behaviour and learning.
7. To use rewards and sanctions clearly and consistently.
8. To be a good role model for behaviour.

9. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim/purpose.
10. To recognise each child as an individual and to consider the needs of each child.

### **Responsibilities of Parents**

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school.
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children.
7. To establish effective communication with school staff, following the procedures stated in the Complaints procedure if any concerns need to be raised.
8. To fully support the behaviour policy and other school policies.
9. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
10. To support the class teacher and work with school staff to address and review any behaviour issues with their children.

### **Responsibilities of Governors**

1. To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures and government guidance.
2. To ensure the behaviour policy is made available to parents on request.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
5. To ensure that staff undertake appropriate behaviour management training.
6. To nominate a governor to be responsible for liaising with the LA (Local Authority) and/or partner agencies in the event of allegations of abuse being made against the Head Teacher.
7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

## **Moving around the school**

EYFS (Early Years Foundation Stage) staff members collect their line from the classroom doors. KS1 and KS2 staff collect pupils after break and lunch from the main playground.

Pupils should move around the school in single file.

The adults leading the line should raise one hand to gain the pupils' attention.

Remind pupils EVERY TIME before moving of expectations: facing forward, arms by their sides, no talking, holding onto the handrail when walking up/downstairs, walking on the left-hand side.

Give the pupil at the front of the line a set point to stop eg 'X please led the line to the next door and then wait there'

Staff members observe the line walking, praising pupils for following the instructions. If anyone is not following the instructions in the line, the behaviour policy is followed.

Once all pupils have to the given point, wait until all pupils are displaying the expected behaviours and then move on to a new given point.

Repeat this process until the class is lined up quietly outside of the classroom. Pupils then enter the classroom quietly and ready to learn.

The same expectations are set for entering and leaving assemblies.

# Praise and Positive Reward system

The foundations of this policy and all policies are the Peel Hall Principles.

## REWARDS

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Therefore, it is especially important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for achievements.

## Opportunities for Praise

### General

- The Head teacher holds a Celebration Assembly on alternate weeks for KS2 and KS1/EYFS in which there are the following opportunities for praise:
  - Head teacher's Award presented to one member of each class for excelling in school life. Parents/guardians are invited to attend to share this achievement. (Every effort should be made to reward the achievements of every child in a class over the course of the year).
  - Stickers for pupils nominated by their class teacher for particular excellence. E.g. manners, uniform, enthusiasm.
  - Recognition is given to success of differing kinds in or out of school, e.g. presentation of swimming and cycling proficiency awards, sporting achievements, musical achievements etc.
  - Trophy for the class with best attendance for that week.
- Favourable comments are entered on good pieces of work
- Written school reports comment favourably on excellent work, behaviour and general attitude to school life.
- Children's work is displayed as much as possible both in the classroom and corridors of the school
- A visit to the Head teacher/Deputy Head teacher/Assistant Head teachers/Phase Leader/Class Teachers for commendations.
- Specific privileges are awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, Yr. 6 reading buddies to Reception and Nursery children.
- Above all, praise and encouragement in and out of lessons should be used consistently throughout the school

## **Whole School Reward System: 'Individual Smilies'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' cards. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -

- Particularly excellent work / effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley, the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently.' **Once awarded a Smiley can never be deducted.**

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

To use the Class Dojo app to record when Smilies are awarded and build a profile for each pupil to see their weekly total and accumulating total towards a bronze, silver, or gold certificate.

The reward system is graded as follows: -

Any noteworthy behaviour 1 Smiley card (recorded on class chart)

10 Smileys	Smiley stamp: (recorded on individual achievement card)
100 Smileys	Bronze Award (presented by Class Teacher in front of whole class)
200 Smileys	Silver award (presented by Deputy Head teacher at Key Stage Assembly)
300 Smileys	Gold award (presented by Head teacher at Celebration Assembly)

- At the achievement of a bronze or silver award, a certificate is presented to the child.
- At the achievement of a gold award, a letter is sent home to parents/guardians inviting them to the presentation of the certificate at the Celebration Assembly.
- A pupil's individual Smiley Card is kept in their Achievement Folder, which is shared with parents/guardians at Parents' Evenings.
- Responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smiles accrued other than in exceptional circumstances.

A Smiley can be awarded by any staff member to any child at any time. All staff should always carry Smilies to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

### Whole-School Reward System: Class 'Smilies'

Each class can collect Class Smilies for noteworthy achievements in attitude, behaviour or work of the whole class. These can be awarded by any member of staff, not just the class teacher, and are recorded on a chart displayed in the classroom.

Any noteworthy behaviour 1 Class Smiley (recorded on class chart)

10 Smileys	Class Smiley stamp: (recorded on class chart)
25 Smileys	Halfway to Bronze - Extra afternoon playtime
50 Smileys	Bronze Class Award (presented by AHT/Year Group Leader in class)
75 Smileys	Halfway to Silver - Extra afternoon playtime
100 Smileys	Silver Class Award (presented by DHT at Key Stage Assembly)
125 Smileys	Halfway to Gold – Extra afternoon playtime
150 Smileys	Gold Class Award (presented by Head teacher at Celebration Assembly)

When a class achieves a bronze, silver, or gold award then they may have an appropriate class treat of their choice including class party, class disco, additional art/ICT/PE lesson, movie etc. The rewards should accurately reflect the achievement:

- Bronze – one session.
- Silver – one afternoon.
- Gold – full day.



## EYFS and KS1 adaptations

In Early Years (Nursery and Reception), the whole-school behaviour procedures are introduced in an age-appropriate manner. For example, staff introduce the traffic lights and use Dojos as an instant reward system for making good / appropriate choices. Parents are notified instantly via the Dojo app when one has been awarded, through window displays in EYFS a photograph of the Dojo winners of the week are displayed for all parent/carers to see when they drop off and pick up pupil's.

## Pupils working in the SEND (Special Educational Needs and Disabilities) provision (Nest)

In The Nest Dojos are used as an instant reward system based on improvements in their conduct and behaviours for learning.

- 10 Dojos – Well Done Certificate
- Over 10 Dojos – Small prize from prize box.

## 3-0 clock (15 mins) Activities – team building and learning boosts.

- |                           |                         |                  |                        |
|---------------------------|-------------------------|------------------|------------------------|
| • Dough Disco             | * Just Dance            | * Go Noodle      | * Top Marks challenges |
| • TT Rockstars challenges | * Mindfulness colouring | * Tabletop games | * Reading under a tree |
| • Magic paintbrush        | * Gardening             | * Litter picking | * Class Karaoke        |
| • Draw/Colour/Doodle      | * Kids Yoga             | * Library Time   | * Blowing bubbles      |
| • Physical challenge      | * Skipping with a rope  | * Bingo          | * Puzzles/crosswords   |
| • Sudoku's                | * Show and Tell         | * Class debate   |                        |

## Sanctions and Consequences

Peel Hall has a no-nonsense approach to children making poor behaviour choices. Lunch time and time out of class at the end of the day will be enforced should a child make the following behavioural choices;

1. Swearing at staff, physical assault, deliberate kicking, punching, hitting, biting, racist or homophobic comments or damaging property
2. Escalation of poor behavioural choices, of minor behaviour, within the classroom.

Lunch / End of day timeout of class will consist of 15 minutes restorative conversation with respective DHT. Parents will be notified by respective DHT if 3 detentions occur in any teaching week.

All time-outs shall be written and reported on CPOMS by the class teacher, any additional comments/ actions shall be added to by the DHT should the need arise – Behaviour CPOM entries shall be monitored by the HT/DHT and SENCOs (Special Educational Needs Co Ordinator's)

## Classroom Management of Minor Behaviour – Escalation process

While we emphasise the celebration of positive behaviour through praise and rewards, we recognise that it is also necessary to have procedures and sanctions which address inappropriate behaviour whilst in class.

Every class and all staff in the school use the same 'Traffic Light' system for recording and reporting inappropriate behaviour. The same system is used in the classroom, assembly, at playtimes, lunchtimes, and out-of-school clubs. It is a visual system that all children and staff can monitor, and the system allows children to reflect upon their behaviour and to make improvements.



The upside-down traffic lights are displayed in each classroom, each having the school crest at the top.



Every child's name will start each day in the green section of the traffic lights. In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent suspensions, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO, and support agencies.
- Do everything possible to avoid suspension (Internal or External) from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff should express displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and NOT 'You are a silly boy/girl.'

## Sanctions Guidelines

Children should be familiar with our procedures and know what will happen next if they continue with the behaviour. Consistency is important, although these steps below are guidelines since professional judgement is always needed when dealing with situations of unacceptable behaviour. **Depending on the nature of the offence this may include immediate suspension, permanent exclusion.** However, for minor misdemeanours, the following sequence should be adhered to, with steps 1 to 4 applied in daily management of classroom/playground behaviour.

If unacceptable behaviour occurs:

***(Class Teacher/TA/Welfare staff) Use regular behaviour management strategies:***

A 'no shouting' approach is in operation and shouting at an individual child must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice or sterner tone. I.e. to re-establish control, to emphasise the seriousness of an incident, or be heard on the playground etc. There are a variety of behaviour management strategies that can be used to ensure that children are encouraged to make the right choices.

The following is a list of behaviour strategies that could be employed:

- Non-verbal cue that gives a clear message. E.g. stop talking, listen, and turn around.
- Name reminder – Integrate name into the teacher talk
- Proximity praise – praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour
- Behavioural direction – use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Partial agreement – partially agree then redirect. Keep focus on required behaviour do not get into discussion. 'I understand that you feel/think.... but I would like you to.... because.
- Stuck record – I would like you to... The rule is...
- Directed choices – within known rules/routines, refer to rights, roles, and responsibilities.

### STEP ONE

**(Class teacher/TA/Welfare staff) [OBJ]** **Give a final warning:**

If the child has not taken note of the reminder about inappropriate behaviour then give a final warning.

Use the agreed phrase, "This is your final warning. If you continue with (name behaviour) you will be moved to amber." Children should now be fully aware of what this means and the possible consequences of continuing with the behaviour.



### STEP TWO

**(Class teacher/TA/Welfare staff) [OBJ]** **Move to Amber**

If the child's behaviour does not improve, they are moved to amber on the class Traffic Lights chart.

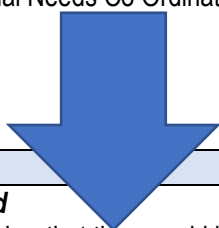
Use the agreed phrase, "You had a final warning. You are now being moved to amber because ...."

On some occasions, a child may be put on amber without an individual final warning. This may be, for example, when a final general warning has been given to the whole class about inappropriate behaviour or where the child should not be needed to be reminded about a particular negative behaviour (e.g. being aggressive to another child, being rude to a teacher).

*If behaviour improves, the child moves back to green. If not, move to **Step 3***

**For a child who regularly is put on amber:**

- Start recording incidents in CPOMS Behaviour
- Discussion with DHT and/or SENCO (Special Educational Needs Co Ordinator's).
- Consider Behaviour Intervention.



### STEP 3

**(Class teacher/TA/Welfare staff) [OBJ]** **Move to Red**

It may sometimes be appropriate to remind children on amber that they would be moved to red if their behaviour does not improve. The sanction for being on red is a 15-minute detention. This will take place at the next available opportunity - either at morning break, lunchtime, afternoon break or in the afternoon session in Key Stage 1. In the afternoon session, they are taken to another class, usually the AHT or Year Group Leader for a 15-minute timeout instead of a detention.

In Key Stage 2, the 15-minute detention will again take place at the next available opportunity. This will be at morning break, lunchtime or after school.

If the inappropriate behaviour occurs in KS2 (Key Stage 2), at lunchtime or in the afternoon session, then the next available opportunity will usually be after school. In this case, the following procedure takes place:

- The member of staff should inform the designated person (DP) of the child's name and reason for the detention.
- The DP will then contact the parent/guardian to inform them of the sanction and the reason.
- If the DP is unable to speak directly to the parent/guardian then they will leave an informed message, asking them to contact the school at their earliest convenience.
- If the DP is still unable to speak directly to the parent/guardian before 2.30pm, then, unless agreed, the child will do the after-school detention the following day.

The rationale behind the after-school detention is to ensure consequences are immediate and a child does not start the next day on a negative.

Once a child in KS1 (Key Stage 1) is moved to red they will be given a 'red card'. This will be a visual prompt for the child to understand they will need to miss their play. The staff member issuing the red card will indicate on the back of the card the reason the child has been moved and share this with them. (eg You have been moved to red because you broke the rule that said you would be kind to other people) The teacher will also log the incident on CPOMS (under the category KS1 reflection) and link in any other pupils involved. This will allow us to monitor behaviour incidents to see if there are any patterns in disruptive behaviour or problems between specific children. When the child misses their playtime, or is sent to another room, the teacher on duty will discuss with the child their actions and why it is important to follow said rules. Red cards will be sent home to parents.

Once a child has done their detention then they should be moved back to green. If they return to red in the same day, then they move to **Step 4**.



#### STEP 4

**Step 4 (DHT/AHT)** (O&E)

#### **Time Out**

- Child escorted to Deputy Head teacher/Assistant Head teacher.
- Up to half a day working alone without causing disturbance.
- Teacher to record in CPOMS Behaviour
- Parents informed of isolation.
- Possible second detention.

**TO REPEAT** - Note that zero tolerance is given for swearing at staff, physical assault, deliberate kicking, punching, hitting, biting or damaging property will all result in bypassing the above steps. They will immediately be sent to Head teacher or Deputy Head teacher. Depending upon the severity of a child's actions, this may result in the following:

- Detention – break – lunch – after school.
- Internal suspension in our school.
- Fixed term suspension away from school. (at this point the Exec HT/DHT/AHT and SENDCo to discuss case before making a decision to suspend.
- Permanent exclusion

#### STEP 5

**(HT/DHT/SENCO/MENTOR)** (O&E) **Behaviour Support Programme (BSP)**

**For children who regularly go to Step 3 (Red) or Step 4 (Time Out), the class teacher must:**

- Monitor behaviour incidents to identify areas of concern/probable causes/appropriate targets. Record in CPOMS – Behaviour
- Inform Deputy Head teacher and phase leader
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns and agree targets/support. (Record meeting in CPOMS - Behaviour)

**Also consider:**

- Removal from breaks/lunchtimes for a fixed period.
- Starting 'Behaviour Report Card to share with parents daily.'
- Completing a 'Behaviour Assessment Profile' (Learning Mentors)
- Alternative behaviour management strategies.
- Denied access to extra-curricular / enrichment activities dependant on progress.

- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
- Programme of pastoral support with Learning Mentors.
- Completing CAF.
- Behaviour Support Plan (BSP) to be reviewed weekly by DHT and or SENDCo.

*If targets are achieved, remove from BSP. <sup>(OBJ)</sup>If BSP failed, move to **Step 6**.*



## STEP 6

**Step 6 (HT/DHT/MENTOR)** <sup>(OBJ)</sup>

### **Behaviour Contract**

- A last step before suspension
- Clear specific rules which the child **must** uphold to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed daily by DHT.
- Parents informed.

*If behaviour improves, return to BSP*

*If not move to **Step 7**.*



## STEP 7

**(HT/DHT)** <sup>(OBJ)</sup>

### **Internal Exclusion (up to 5 days)**

- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activity.
- Parents informed.
- For older children, the Internal Exclusion may take place at alternative areas within the school

*If behaviour improves return to class on a Behaviour Contract or BSP. If not, consider fixed-term or permanent exclusion.*

## Restorative Meetings

### Restorative Measures

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff should express displeasure with the **action** and never the **child** i.e. 'that was a silly thing to do because...' and not 'You are a silly boy'

At Peel Hall we encourage children to take responsibility for their behaviour by thinking through the causes and consequences of their action. If adults consistently tell children what they have done wrong and the consequence they will face, children will not learn about the responsibility they had in a situation and how it affected others. We therefore take a restorative approach to behaviour.

Traditional		Restorative
What has happened?		What has happened?
Who is to blame?	becomes	Who has been harmed and in what way?
How should we punish them?		What needs to happen to put things right and ensure it does not happen again?

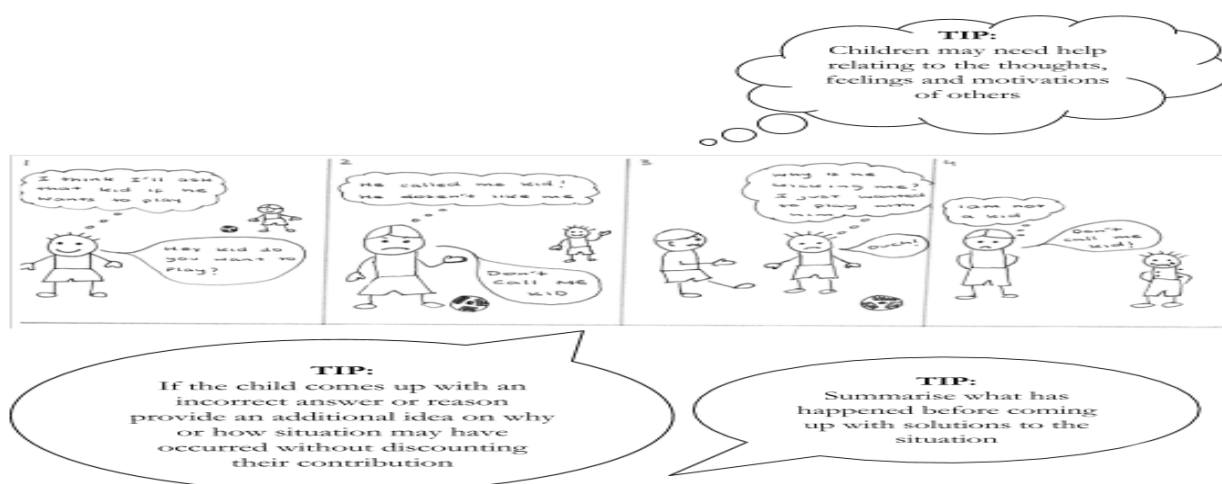
What matters is that the child who has caused harm/disruption and the person they harmed/disrupted are given the space to hold a restorative conversation. This is so much more powerful than a simple "Sorry," and allows children to understand responsibility and develop empathy for others' feelings.

Speak to all parties involved. Allow everyone to have their voice heard.

- What happened? - Try to get as much detail as possible
- What were you thinking and feeling at the time? - refer to emotion monsters
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right? - Ask children how the problem could be solved and where possible find a solution based on their ideas. If necessary, impose a solution and explain the reasons why.

With younger children we may simply focus on two questions. Who else has been affected? How can we make things right?

### Comic strip conversations



## Guidance on Detentions

### GUIDANCE ON DETENTIONS

The Department for Education (DfE) says that parental consent is not required as long as several conditions are met.

Schools must make clear to pupils that they use detention, including detention outside school hours, as a sanction.

The DfE also says that school staff should not issue a detention where they know this would compromise a child's safety, taking into consideration:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable, not necessarily convenient, travel arrangements can be made by the parent for the pupil.

Previously, there was a requirement for parents in England to be given at least 24 hours' written notice of a detention taking place outside school hours. This requirement has been removed by Section 5 of the Education Act 2011.

However, by parents bringing their child(ren) to Peel Hall Community Primary School, they are agreeing to and accepting all policies that are in place. As soon as the Governing Board sign a policy, it becomes contract.

### FIXED-TERM AND PERMANENT SUSPENSIONS

We do not wish to suspend any child from school, but sometimes this may be necessary. The Department of Education's Statutory Guidance on School Exclusions (2022) and Salford City Council Exclusions Guidance (2014) parts 1 and 2 are referred to in any decision to exclude a child from school.

## **GUIDANCE ON THE USE OF REASONABLE FORCE**

To maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on pupils that are showing signs of aggression and causing harm on either themselves, other children, or staff, as permitted by law. This is only to be used when all practical options for giving the child time/space to regain self-control have been exhausted.

The Governing Board have taken account of advice provided by the Department for Education (DfE) Use of reasonable force: Advice for Head Teacher, staff, and Governing Bodies. In addition, we have also adopted the Team Teach Positive Handling.

Force is used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful, and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following

- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at our school

### **Circumstances in which reasonable force might be used**

Circumstances in which reasonable force might be used include, but are not restricted, to the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event, or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom were allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking another child or a member of staff.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

### **Recording an incident**

A contemporaneous record (i.e. written as soon as possible and no longer than 1 hour after the incident has occurred) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent. Similarly, contemporaneous notes will also be made by all other members of staff involved as witnesses or additional provider of support. The notes will be written in a bound book (kept in the DHT office lockable cupboard) and must be signed by the Head Teacher or the DHT where applicable. This should then be recorded in CPOMS under behaviour.

1. The name(s) and the job title(s) of the members of staff who used reasonable force.
2. The name of the children involved.
3. When and where the incident took place.
4. Names of staff and child(ren) who witnessed the incident.
5. The reason that force was necessary.
6. Behaviour of the child(ren) which led up to the incident.
7. Any attempts to resolve the situation.
8. The degree of force used.
9. How it was applied.
10. How long it was used for.
11. The child's/children's response and the eventual outcome.
12. Detail of any injuries suffered by either staff or children.
13. Details of any damage to property.
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed).

15. Details of follow-up including contact with the parents/carers of the children involved.
16. Details of follow up involvement of other agencies, police, social services, child witnesses may also be asked to provide a written account if appropriate.

## **Debriefing arrangements**

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school. All members of staff involved should be allowed a period of debrief and recovery from the incident. A member of the SLT (Senior Leadership Team) will provide support to member(s) of staff involved.

The Head teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head teacher will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

## **FURTHER GUIDANCE**

### **Related school policies**

The Behaviour policy is one of the essential Safeguarding Policies of the school. Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

The following school policies are related to the Behaviour Policy:

- Child protection policy
- Health and safety policy
- Anti-bullying policy
- Safe use of the internet policy
- Admissions policy
- Medicines policy
- Special educational needs policy

## Peel Hall Flowchart for Responding to Behaviour

Follow individual planned responses for children with additional behaviour needs.

### Low Level Behaviours – Level 1

**If a child breaks a class/school rule:**

- Remind children of class charter.
- Give a warning, *stating which rule they are breaking.*
- If behaviour persists, move name to amber on traffic light.
- If behaviour continues then move name to red.
- If behaviour persists then “Lost learning” given and administered by class teacher.

*Ideally in the lesson the child should be given every chance to work their way back to green on the traffic light.*

*They must know which rule they have broken.*

**Consequence:**  
Lost Learning

### Disrupting Learning of Others – Level 2

**If a child does not accept Lost Learning and continues to disrupt learning classroom: They will be sent to partner class.**

- TA escorts child with work to Phase Leader class.
- The teacher will accept their return *without passing any further comment.*
- Detention to be given.**

**Consequence:**  
If the lack of cooperation continues:  
Child taken the Phase Leader who is to speak and have the child in their class until they are settled and can return to class.

### Severe Clause Level 3

If a child breaks a rule by:

- Physical violence
- Swearing
- Bullying
- Racism/Homophobic remarks
- Vandalism

**Consequence:**  
No warnings or amber.  
**Taken to Phase Leader class & Detention given.**

**Who and what happens:**  
The teacher must discuss the situation with the child or ask the **Learning mentor** to do so.

Teacher completes CPOMS and speaks to parents in school at the end of the day or by phone if parents not able to attend a mtg.

**Safeguarding Lead to report necessary incidents to The Bridge.**

### Level 4

**If children are hurting, unsafe or disrupting and have a planned response:**  
We will use *positive handling* (team teach) and remove them. This decision will be made by a member of SLT and recorded in bound book.

**Consequence:**  
The class teacher will consider whether whole class withdrawal is appropriate.

The child will be taken to Reflection room. The behaviour team will support each other until the child is calm. A member of SLT to be informed and updated regularly on behaviour.

**Who and what happened:**  
Adults involved write account of what happened on CPOMS. Parents informed

**Internal and fixed term exclusions are at the discretion of the HT, DHTs & AHTs Staff will be consulted as necessary in order to provide work.**