



Part 1 - The Governing Body's Written Statement of Behaviour Principles

Part 2 - Behaviour Policy

Part 3 - Policy for Physical Intervention and Restraint

Adopted by Governing Body: November 2019

Due for review: 2022/23

Trinity CE Primary School

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Part 1

Trinity CE Primary School

The Governing Body's Written Statement of Behaviour Principles

Rationale and Purpose

The governing body of Trinity C of E Primary School believe high standards of behaviour lie at the heart of a successful school that enables children to make the best possible progress in all aspects of their school life.

To this end the governing body has set out a written statement of general behaviour principles to guide the Headteacher in determining a behaviour and discipline policy, and to strengthen governance oversight and strategic direction.

At Trinity C of E Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

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

This statement will be reviewed annually by the Health & Safety Committee and any recommendations brought to the governing body for consideration of adoption.

Principles:

1. Every child has the right to learn but no child has the right to disrupt the learning of others.
2. Everyone has a right to be listened to, to be valued, to feel and be safe.
3. Everyone must be protected from disruption or abuse.
4. The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
5. All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
6. It is expected that all adults, staff, volunteers, governors and parents, will set excellent examples to the children at all times.

7. The school rules will be clearly set out in the Behaviour Policy. Children will be taught about the rules. Governors expect these rules to be consistently applied by all staff.
8. Governors expect to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
9. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
10. The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline 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.
11. The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
12. Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
13. The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
14. The school's Behaviour Policy will clearly reflect the school's approach to Exclusions. Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
15. The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff and the pastoral care available to staff accused of misconduct.
16. The school's Behaviour Policy will explain the circumstances in which screening and searching may take place.
17. The school's Behaviour Policy will clearly outline the extent to which staff may discipline children for behaviours that take place beyond the school gate and outside school hours.
18. The school's Behaviour Policy will set out the expectations of parental behaviour on site and in close proximity to school.
19. 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.

20. The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

Part 2
Trinity CE Primary School
Behaviour Policy

Aims

To establish and maintain approaches to 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 honesty, trust, fairness, tolerance, compassion and politeness.

To make sure that every member of the school community behaves with consideration and concern of others.

Standards of behaviour

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

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good 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 differentiated 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.

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. Relationships between adults and children, strategies for encouraging good 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. Displays should develop self-esteem through demonstrating the value of every individual's contribution.

Teaching methods should encourage enthusiasm and active participation for all. Praise should be used to encourage good behaviour as well as good work.

Rules and procedures

Rules and procedures should

- Be kept to a minimum
- Be positively stated, telling children what they should do rather than what not to do.
- Have a clear reason, made explicit to all
- Be consistently applied and enforced.
- Promote the idea that every member of the school community has responsibilities towards the whole.

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:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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 in the rules as an item which may be searched for.

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.

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 policies. This could include temporary or permanent exclusion and even a referral to the police if it is believed a criminal offence may have been committed.

Behaviours that take place 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 bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, teachers may discipline pupils for misbehaviour when the pupil is:

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

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

Rewards

Our emphasis on rewards is to reinforce good behaviour rather than on failures. 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 Trinity will include:

- Praise for good behaviour – verbal, body language, smiles
- Class reward systems – appropriate to the age of the children
- Whole school reward systems - appropriate with initiatives e.g. AR, TTR
- House points
- Commendation to other members of staff and/or parents
- Achievement awards presented in Achievement Assembly and entered in the Achievement Book.

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 being good'.

Above all, rewards should be special and meaningful.

Sanctions

There is no use of physical punishment. All sanctions should take individual circumstances into account and be in proportion to the offence.

Try to remember that we should

- Make it clear why the sanction is being applied
- Make it clear what changes in behaviour are required to avoid future punishment
- Make a clear distinction between minor and major offences
- Criticise the behaviour and not the person
- Be calm, fair and consistent.

We must also remember that some behaviour will be recognised as a symptom of a Special Educational Need and will require support.

Classroom Sanctions at Trinity

- Verbal reprimand
- Move place, work alone
- Loss of privileges within the school day
- Missing a break time
- Time out in another class
- Note in Links book to parents
- Sent to Deputy Headteacher (and recorded within Behaviour Record book)
- Sent to Headteacher (and recorded within Behaviour Record book)
- Letter home to parents

Playground/Breaktime Sanctions at Trinity

- Verbal reprimand
- Time out under supervision – outside
- Time out under supervision – inside (refer to duty teacher)
- Referral to classteacher
- Referral to Deputy Headteacher (and recorded within Behaviour Record book)
- Referral to Headteacher (and recorded within Behaviour Record book)
- Letter home to parents
- Meeting with parents

Exclusions

In cases of persistent or severe poor behaviour, other agencies may be contacted (e.g. Behaviour support service, Educational Psychologist) and/or a fixed term exclusion will 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 excluded the school will:

- Take account of any contributing factors that are identified after an incident of poor 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 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 exclusion in 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion', September 2017 together with guidance issued by the Local Authority.

Strategies to be considered when dealing with disruptive behaviour and/or emergency situations.

Keep Calm

Above all, keep calm. Do not shout. We all know how difficult it can be when a child is shouting or being rude but it is the only way to remain in control and have any chance of resolving the situation.

Intervention and the use of physical handling.

Where it is necessary to physically intervene to safeguard the welfare of a child, the physical intervention policy should be followed. (See Part 3)

If you are in any doubt, or the child refuses to cooperate, send for a colleague, or if necessary the Deputy Headteacher or Headteacher.

Adopted by the Governing Body: November 2019

Date of next review: 2020/21 (unless earlier review becomes necessary)

Part 3

Trinity CE Primary School

Policy for Physical Intervention and Restraint

At Trinity CE 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 do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

1. 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

2. Our approach

At Trinity CE Primary School we aim to avoid the need for physical 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 physical 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 well being.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical 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.

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

The following guidance is given the staff -

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- 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

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
- 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

4. Actions after an incident

Physical 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 head teacher 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, 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 behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services, for example the LA BST.

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 on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

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, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

5. 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. Such planning 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

6. 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 on a yearly basis.

References:

The Use of Force to Control or Restrain Pupils 2007 DSCF

Care and Control Guidelines 2006 ER CFAS

Keeping Children Safe in Education 2019

School Behaviour Policy

School Child Protection Policy

School Safe Working Policy

School SEN policy

RECORD OF PHYSICAL INTERVENTION OR RESTRAINT

Date of incident: Time of incident:

Pupil Name: D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of restraint:

Description of any injury(ies) sustained by injured pupil and any subsequent treatment:

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Signature of staff completing report: Date:

Signature of Teacher-in-charge: Date:

Signature of Head STS: Date:

Brief description of any subsequent inquiry/complaint or action: