

# The Belham

Primary School



## **BEHAVIOUR POLICY**

including

Use of Reasonable Force Policy Anti-  
Bullying Policy

*Reviewed October 2022*

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## BEHAVIOUR POLICY

### A. This Behaviour Policy aims to encapsulate our school vision:

*'A school at the heart of the community, offering outstanding learning within a glittering curriculum where everyone matters'*

We believe that good behaviour is an essential key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community including staff, parents and visitors have a responsibility to promote socially acceptable behaviour.

We have developed the concept of Becoming and Being a Belhamite, identifying key characteristics of behaviour which are fundamental to creating a caring community of learners.



### Belhamites - staff, pupils and visitors to the school - show the following characteristics:

- ✓ **Brave** – they know it is better to be honest and tell the truth, even when the truth is difficult to admit
- ✓ **Equal** – they believe in listening to each other, responding with sensitivity and not rushing to judgment
- ✓ **Loving** – they show kindness, politeness, care and consideration for others
- ✓ **Helpful** – they show consideration of the needs of others alongside their own, caring for others at all times
- ✓ **Ambitious** – they want to do their best and know that this sometimes means working hard
- ✓ **Modest** – they understand that other people have feelings too, which they should be sensitive of

- ✓ **Inspirational** – they have the ability to cope with disappointment because they know that they will be supported by other Belhamites
- ✓ **Trustworthy** – they care for the school environment and the things that we are lucky to have
- ✓ **Enthusiastic** – they show excitement for learning and trying new things

## B. Adults Help Children Become Successful Belhamites

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to:

- Take a **Keen Interest** in the behaviour of all children
- **Celebrate Differences** in our community
- Model and expect **High Standards** of behaviour at all times
- Use **Praise and Positive Reinforcement** to encourage excellent behaviour (see Appendix 3 for examples of our expectations)

### Why positive behaviour management?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Much of our policy is based on the idea that we want our children to use their whole brain when making decisions. We follow the best practices of Trauma Informed Schools in developing this policy. By encouraging children to **name their emotions**, they will better be able to use their right brain to regulate them. By **engaging** children in distraction tasks, they will be able to use their upstairs brain to think rather than react. By encouraging **physical activity and movement**, children will develop strategies to help them shift their emotional state.

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. We use a system of encouragement based on our school values which acknowledges – both at school and, for the attention or their parents, at home – children's good choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

## C. The Language of Choice: 'Choose to be a Belhamite'

Children make choices and we use the language of choice when discussing their behaviour decision. (see Appendix 1 for more details)

- All pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- Teachers create clear routines to support children in making good choices
- Pupils who behave well are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines
- Reflecting upon negative behaviours

**D. Praise and Rewards: ‘Praise is the most powerful form of influencing children’s behaviour’**

**HOUSE POINTS:** Each child is a member of a house and is encouraged to earn house points by demonstrating the core behaviours that make up being a Belhamite. House points are collated regularly with the winning house receiving a special experience. Teachers will use Dojos within class to award house points.

<b>Effra House</b>	<b>Falconbrook House</b>
<b>Ravensbourne House</b>	<b>Peck House</b>

**REWARDS:**

- Stickers for demonstration of specific value.
- Slips with great examples that the child carries with them and other teachers can give specific praise.
- Postcards home when a child has been exemplary in one or more areas.
- Where appropriate an individual reward system may be set up in collaboration with the child, teacher and the Early Help Team.

**E. Classroom Behaviour Management** (see Appendix 2 for tactics)

**Setting expectations**

With children, discuss what good learning looks like. Agree and display examples next to the School Values display. Go through positive classroom behaviours at the beginning of each term.

**1. Non verbal** (not recorded)

Remind children to make the correct behaviour choices non-verbally. This could include: eye contact, finger to lips, walking to the child, hand on desk, silently removing object of distraction, tactical ignoring, provide fiddle toy etc. Also: praise adjacent children e.g. “Thank you *NAME OF CHILD* for working in silence”; make a general statement to the class indicating the correct behaviour choice e.g. “Thank you for putting pens down.”

**2. Verbal Warning - directed statement** (not recorded)

Use child’s name in a statement – e.g. “\_\_\_\_\_, put the book down.”

Perhaps due to: minor challenge to authority; low level name calling; accidental damage; doodling on a book; minor non-directed swearing; playfighting or skirmish; wearing inappropriate clothing/accessories/jewellery; bringing in inappropriate toys, trading cards, sweets; forgetting to hand in devices.

Teacher might: remove the distraction, move the child’s position in class, offer place for cool down period, have informal chat with parent.

### **3. Stop & Think** (recorded as referral by class teacher)

If the items in Step 2 continue and: physical aggression; smack, slap, pinching, pushing; name calling; refusal to follow instructions; unacceptable output.

The child will already have heard a directed statement and now be told they are in the 'Stop and Think' zone. The teacher will deliver a structured conversation e.g.:

- I noticed that you are.....
- It was our value of .....that you have disregarded.
- You have chosen to.....
- Do you remember last week when you ... (did the right thing)?
- You are better than the behaviour you are showing now.
- That is who I need to see today.
- We will discuss this further at lunch time.

In the restorative conversation (out of learning time), the child will:

- Be advised that a record has been made.
- Make their own restoration (e.g. apology, complete work).
- Experience natural consequences (e.g. time off playground, removal of privilege).
- Be advised of next stages if behaviours continue (e.g. parents advised).

There will be a fortnightly review of children on the report to review school management and support of child.

- 4. Reflection Time** (recorded as a referral by **class teacher** or SLT on duty if playground) If the items in Step 3 continue and: spitting; deliberate throwing of an object with intention; deliberately harming someone; leaving class without permission (and not returning); repeated refusal/defiance to do set tasks; significant deliberate rudeness to staff; harmful/offensive name calling/directed swearing; refusal to use assigned individual strategies; bullying; inappropriate use of new technologies both within school and out of school where the impact is affecting behaviour in school.

Actions will be as stage 3 and:

- Parents advised
- Reflection time with written response (or reflection board as necessary)

Possibly:

- supervised lunch time (small group activity, specified area of playground).
- Time in a parallel class
- Referral to phase leader

- 5. Reflection Time** (recorded as an incident by **phase leader** during break or lunch) If items in step 4 continue.

Actions as before and in addition:

- Structured conversation first
- SLIP completed by class teacher to take to Phase Leader
- Parents advised
- Reflection with Phase Lead and written response
- Child advised of next stages (CLT if behaviour continues) Possible actions going forward:
- CLT and/or Early Help referral
- School TAC meet

- ABC chart
- Class log of incidents kept
- School review of management and support of child

**6. CLT Referral** (recorded as an incident by CLT to include full explanation of incident after investigation)

Includes: any kind of prejudice-based language; significant harm to self or others; persistent bullying; extreme danger or violence e.g. throwing large objects; running out of school/truancy; possession of a weapon considered to be dangerous by an adult at the school; serious fighting and intentional physical harm to other children or staff; peer on peer abuse (up skirting, unwanted and inappropriate touching); prejudice based incidents - verbal abuse, threats of violence, hate speech; stealing; malicious use of technologies both within and out of school where the impact causes significant harm to others and could involve the police; bringing the school into disrepute e.g. on public transport, road, online; vandalism/graffiti; possession of illegal drugs.

**Actions:**

- Ensuring safety of all to be first priority (refer to Positive Handling Policy)
- Parents advised and record and positive handling used
- \*Reportable offensive behaviour log to be completed
- Time out with CLT
- Investigation (staff and children's accounts of incident)
- Meeting with parent

**Possible actions:**

- School TAC meet
- Refer to Early Help
- School review of management and support of child
- Pastoral Support Plan made
- Possible suspension or exclusion

## **Early Help Team**



The Early Help Team meet weekly to review patterns of behaviour and evaluate the support needed. Rather than react to a situation, we focus on supporting the child, for example, with self-regulation. They may look at:

- The playground incident book (located by first aid)
- Incident records on Bromcom MIS
- Information from staff or parents

The Early Help Team may arrange parent meetings with the child, class teacher and a parent, if they feel it is appropriate.



## **Vulnerable pupils**

During their time at school, some pupils will require extra support in managing their behaviour. At these times we may adapt strategies to support vulnerable pupils. We will provide targeted support for vulnerable pupils where needed. Targeted support may link to:

- Individual Education and/or Behaviour Plans
- Pastoral Support Programmes
- Support from the Behavioural Education Support Team

Many members of our community may have suffered from trauma and may have attachment issues. Staff will use relevant resources from external agencies to support these children in class.

[Have you seen me](#)

[Survival in school](#)

[PAC guide for schools](#)



## **F. Suspensions and permanent exclusions**

The Belham follows the Charter Schools Educational Trust's Exclusion Policy.

### Statement of Intent

At The Charter Schools Educational Trust (the 'Trust'), we understand that good behaviour and discipline is essential for promoting a high-quality education.

As a Trust, we do not wish to suspend or permanently exclude any child from any of our schools but on rare occasions, this may be necessary. Our aims are to ensure that:

- The process is applied fairly and consistently
- The process is understood by Trustees, local governors, staff, parents and pupils
- The Trust and its schools maintain a safe and caring environment in which all pupils can learn and succeed
- Rigorous Early Help strategies are used to support pupils to reduce the need for any suspension or permanent exclusion
- Pupils do not become NEET (not in education - employment or training)

Amongst other disciplinary sanctions, our schools recognise that the exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. The exclusion a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, exclusion of a pupil will only be used as a means of last resort.

The Trust has created this policy to clearly define the legal responsibilities of the Headteacher, Governors and the Local Authority when responding to pupil exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance.

This policy also aims to secure a pupil's right to an education despite having been excluded, by ensuring that appropriate alternative arrangements are in place.

The full policy can be accessed here: [TCSET Exclusion Policy 2022-23](#)

## **G. Beyond the school gate**

Whilst this Behaviour Policy refers mainly to the behaviour of pupils on school premises, the schools reserve the right to apply the same principles beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil of the Belham Primary School; □ posing a threat to another pupil or member of the public; □ adversely affecting the reputation of the school.

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

## **H. Drug and alcohol-related incidents**

It is the policy of the Trust that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term exclusion. If the offence is repeated, this will almost certainly result in a permanent exclusion, and the Police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including informing social services.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance may be punished by a fixed-term exclusion. The child will not be re-admitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will almost certainly be permanently excluded from the school. The Police and social services will also be informed.

## ***Appendices to the Behaviour Policy***

### **References**

Dr D Siegel – The Whole Brain Child

Paul Dix – When Adults Change Everything Changes

Tom Bennett – Independent Review of Behaviour

David Didau and Nick Rose – What Every Teacher Needs to Know about Psychology

Tom Rees – Wholesome Leadership

Michaela Community School Brent Behaviour Policy

School 21 Behaviour Policy

Newall Green Primary School Behaviour Policy

DfE “Preventing and Tackling Bullying”, July 2017

## Appendix 1 – Deepening understanding of the Belhamite values

1. Staff refer to these core values in their interactions with children e.g.

“Telling me what happened even though you had made a poor choice was really BRAVE”

“You have behaved with real HONESTY here by doing the right thing so thank you for that”

2. Assemblies are themed around the values, with reference to British Values where appropriate.

## Appendix 2- Tactics

The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring for short period of time
- Tactical pausing: pause emphasises attention and focus
- Non-verbal cueing: a clear, discussed cue that gives message
- Name reminder: integrate name into 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
- Rule reminder: could ask a question ‘What is our rule for.....?’ When...the...which keeps focus on the desired outcome whilst allowing pupil to see the next steps
- 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.....
- Stuck record: I would like you to..... The rule is.....
- Direct questions: ‘What’, ‘when’ ‘how’ rather than ‘why’ are you? Direct the responsibility to the child
- Directed choices: within known rules or routines - refer back to rights, roles and responsibilities
- Assertive comment, direction or command
- Structured conversation: I’ve noticed that you chose.../That is not the person I saw this morning who made the choice to...../I need to see that person again today...../If you need more time to decide, we can discuss it at lunch time.....

## Appendix 3 – The Ideal Belhamite

This list, not meant as exhaustive, is explored and expanded in staff training sessions

- Says good morning to their peers and the adults in school.
- Smiles when engaging in conversation and avoids looking sullen.
- Takes an interest in the people and the world around them.
- Is curious and wants to find out about life.
- Is an *upstander* not a *bystander*.
- Takes the time to listen to others.
- Tries to empathise with others.
- Says thank you to everyone who helps them.
- Displays honesty in behaviour discussions.

- Takes responsibility for their behaviour choices.
- Solves problems in the playground independently when appropriate.
- Considers others when making behaviour decisions.
- Thinks about others before themselves.
- Tries their best in class, always aiming to improve.

## **Appendix 4 – Routines at The Belham**

### **The Bell**

The bell signals the start of learning. At lunch and play, children should stop, turn to look at the adult on duty, listen to instructions and go into class quietly as instructed. It is the priority of all members of staff to enforce this. If children do not stop their conversations, any adult who observes this behaviour should stop the child (or group of children) and ask them to walk in again.

### **Entering the Class**

Teachers at The Belham should have a clear and consistent routine for each time the children come into the class. Where possible, these routines are similar in structure so that children do not need to listen to instructions in order to know what to do. Teachers can use this part of their lesson to recall previously taught content, practise retrieval of key knowledge and overlearn processes. This might look like, amongst other things: ‘Fast 10’ arithmetic questions, Times Tables Rock Stars, SPAG Quiz, handwriting practice or quiet reading.

### **Moving around the School**

All children at The Belham walk through the school quietly in single file, on the left hand side of stairs and corridors. They open doors for other people and say ‘thank you’ if a door is opened for them. When lining up, each class has a ‘line order’.

### **End of the Day/Session**

Any rooms and spaces used for a lesson should be left neat and tidy. At the end of the day the teacher should say goodbye to each child individually, knowing where they are going and who with.

### **Assembly**

Assemblies are an important part of the day where the school comes together as a community to undertake shared learning, reflect quietly and keep up to date with important issues. As such, all children come into assembly in silence. Teachers should also be mindful of using their non-verbal cues as far possible before quietly saying the child’s name once or tapping gently on the upper arm.

### **Trips**

Trips are a key part of our ‘Glittering Curriculum’ and children must know that they are representing the school. We walk around in double file and, depending on the class, children may be put in pairs or choose pairs. Talking should be

quiet and consideration paid to those using public transport, “We use inside voices and talk rather than play games.” Members of the community in an official capacity (e.g. bus drivers) should be thanked with a genuine “Thank you” or greeted with “Hello”, a wave or a simple smile. Other members of the public should not be engaged in conversation unless they approach us or show kindness.

## **Getting Changed for PE**

Children are encouraged to change as quickly as possible, keeping their school clothes neatly on their table/ in their kit bags and shoes underneath their chairs. This promotes a care for their belongings.

## **Moving Around During Lessons**

All children should respect that for ‘Outstanding Learning’ to occur, distractions should be kept to a minimum. Therefore, children move around the school with respect for any lessons that are going on, keeping in a straight line and in their line order if moving around as a class.

## **Appendix 7 – Playground rules**

- Children are not allowed to climb on furniture or planters
- Balls should only be used on the pitch with a sports coach
- Rough play is not allowed nor are ‘gun’ games
- Playground equipment should be shared and looked after
- With the exception of a small pencil case, children are not allowed their own toys in the playground
- Children should not run onto the sports-area whilst they are being used by the sports coaches
- Children are not allowed in the bike shed or PE store
- We should not scream when in the playground

## **Appendix 8 – Using the word ‘gay’: our whole school script**

At our school, we don’t use the word **gay** in an unkind way towards anyone. We don’t use the word **gay** to mean something is rubbish or uncool.

Being gay means when a man is attracted to and loves another man or when a woman is attracted to and loves another woman.

It is okay to be **gay**.

We are all different and unique and we accept and are respectful to everyone at The Belham

It’s great that we are all different! Wouldn’t our community be boring if we were all the same?

Remember to be kind to everybody and help make them feel safe.

## **USE OF REASONABLE FORCE POLICY**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

### **Short summary of [Use of Reasonable Force DfE guidance \(July 2013\)](#)**

This is non-statutory advice from the Department for Education. This advice replaces the Use of Force to Control and Restrain Pupils – Guidance for Schools in England.

This guidance relates to The Education Act 1996 and The Education and Inspections Act 2006. This advice is aimed at all staff and Governors and Trustees on working Governing Bodies, in all schools.

### **Key points**

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

### **Definitions**

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the CLT has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Some children will have a specific risk assessment which includes the use of reasonable force. This will supersede this policy. The risk assessment will be signed off by the Headteacher and shared with parents.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

## **Communicating the school's approach to the use of force**

Every school is required by law to have a Behaviour Policy and to make this policy known to staff, parents and pupils. The Governing Body should notify the Headteacher that it expects the school's Behaviour Policy to include the power to use reasonable force.

There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the Behaviour Policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so they will be physically removed.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs. Schools do not require parental consent to use force on a student.

## **Schools should not have a 'no contact' policy**

There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

## **Unacceptable risk**

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing, the 'double basket-hold' which involves holding a person's arms across their chest, and the 'nose distraction technique' which involves a sharp upward jab under the nose.

## **Staff training**

Schools need to take their own decisions about staff training. The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

## **Communicating with parents**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what constitutes a serious incident, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

### **Handling pupil complaints when force is used against them**

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Positive Handling Overview**

All school staff have a legal power to use reasonable force to prevent a pupil from:

- committing a criminal offence;
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

There is no statutory definition of reasonable force. Whether the force used is reasonable will always depend on the circumstances and context in which the misbehaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.



## Key Principles

- Physical intervention should, wherever possible, be used as a last resort after all attempts have been made to divert and defuse a situation.
- There are occasions when physical intervention is appropriate and is in line with the **duty of care** members of staff have to pupils and colleagues.
- When physical intervention is necessary, it must be used in ways that maintain the safety and dignity of all concerned (DfE and DoH Guidance, July 2002)
- Schools require a policy on the use of force whatever the frequency with which it anticipates using physical interventions. The policy should be approved by the Governors and known to students, staff and parents

### Any physical intervention must be:

- **REASONABLE:** Did the incident warrant a physical intervention?
- **NECESSARY:** Will someone be hurt if no intervention occurs?
- **PROPORTIONATE:** Was minimum force used?
- And in the **BEST INTEREST OF THE CHILD**

### Unacceptable interventions include:

- intentionally or maliciously inflicting pain on a child;
- using physical intervention as a punishment;
- hitting a child;
- forcing a pupil's arm behind their back;
- twisting limbs;
- pinning pupils against walls or furniture;
- sitting on a pupil;
- techniques which restrict circulation or breathing;
- any holding which may be interpreted as being of a sexual nature.

### Planned and emergency physical interventions

- In most circumstances, physical interventions will occur in response to an unforeseen event.
- Following an emergency physical intervention a Risk Assessment should be carried out and a Positive Handling Plan created in consultation with the child and those with parental responsibility. The plan would include agreed de-escalation strategies and positive handling methods that may be used by named staff as a last resort
- Identified staff should know exactly what action they can take
- It is beneficial for all school staff to receive training in positive handling to ensure staff are aware of their rights and responsibilities and to reduce the risk of injury to both staff and students
- Ideally two members of staff should be present during any physical intervention

## Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

## Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include 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 where 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
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

## Before any physical intervention occurs:

- Monitor changes in body language & possible triggers for the student to ensure early intervention & de-escalation occurs
- Use distractions
- Move to a quieter, less public space
- Remove the audience
- Lower the voice and soften voice tone
- Soften body language
- Have help at hand - a change of face can diffuse a situation
- Communicate reassurance: *'I can see something has happened John. Let's go and talk about it'*
- Listen to the child's point of view
- Repeat a key word or phrase e.g. *'Keep your hands down'*
- De-personalise the confrontation e.g. *'Try and get control of your anger'* rather than, *'Get control of yourself!'*
- Offer help rather than criticism e.g. *'What do you need me to do?'*, *'Do you need to be left alone?'*, *'Would you like to sit down?'*, *'Is there someone you need to speak to?'*
- Ask questions or suggest alternatives rather than giving advice or instructions

- Where possible, the pupil should be advised in advance that physical intervention will be used unless he/she desists

### **During physical intervention:**

- Maintain communication: talk to the pupil, encouraging calm and offering positive reassurances
- The purpose of the physical intervention is to restrain the student until anger passes, self-control is regained and the situation is diffused
- Demonstrate to the pupil that he/she is within safe physical boundaries and that adults can support containment of his/her anger
- Consider a change of face to calm the situation
- Be aware that there will be some level of discomfort for the student but this is kept to a minimum and not used as a means of control

### **After a physical intervention:**

The Board of Trustees and LGB must ensure a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil.

- Parents/carers should be informed by telephone as soon as is practicable after the incident and then in writing.
- The incident must not be reported to a parent if it appears doing so is likely to result in significant harm to the pupil. If that is the case the incident must be reported to the local authority where the pupil normally lives.
- Incident reports should include:
  - time and date of restraint;
  - action taken to try and defuse the current situation;
  - why restraint was necessary & description of restraint used;
  - how long the incident lasted;
  - action taken by whom;
  - others present;
  - any marks or injuries occurring;
  - any medical treatment required.

Reports must be signed and dated by the author and countersigned and dated by the person monitoring incident

- A follow up session should be arranged with the student and possibly, but not necessarily, the member of staff who carried out the physical intervention. It may be useful to involve parents/carers too. This meeting should occur once all involved have had the opportunity to reflect on the incident.
- The meeting is to:
  - review events leading up to the use of physical intervention;
  - identify appropriate support arrangements and strategies to prevent and deal with any recurrence of behaviour that could lead to the use of force;

- maintain positive relationships between students, staff and parents.

### **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 try 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 de-brief 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 senior member of staff (or his/her nominee) will provide support to member(s) of staff involved. The Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher 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.

**The welfare of the child should be the  
paramount consideration in deciding which intervention to use.**

**Children's Act 1989**

# **THE BELHAM PRIMARY SCHOOL RISK ASSESSMENT**

For use where positive handling may occur

		Risk assessment completed by:	
Name of child:	DofB:	Year:	
<b>Identification of Risk</b>			
Describe the foreseeable risks:			
Is the risk:	potential	occurring	
<b>Assessment of risk</b>			
In which situations/locations does the risk usually occur?			
How likely is it that the risk will occur? (unlikely, possible, probable, likely)			
If the risk arises, who is likely to be injured or hurt?			
What kinds of injuries or harm are likely to occur?			

How serious are the adverse outcomes? (severe, substantial, minor, minimal)

**Risk Reduction Options**

What actions are being taken to minimise the level of risk?  
(Consider changes to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area etc.)

Any immediate actions to be taken, by whom and by when?

**Signed:**

**Role:**

**Date:**

**Copy to:**

## **RECORDING A RESTRAINT INCIDENT**

All incidents must be recorded in the Incident Record book held in the main school office.

An example record page is linked below:



Restraint record.pdf

## **ANTI-BULLYING POLICY**

What is bullying? The Governors, staff and pupils of the school accept the following definition of bullying:

'Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

- It is ongoing and not the same as a conflict between two equals or a random, unprovoked, aggressive act
- It is deliberate
- It is unequal – it involves a power imbalance which can result from size, number, higher status, being 'different' or having access to limited resources'

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or Looked After children or otherwise related to home circumstances; □ sexist or sexual bullying.

Acts of bullying can include: name-calling, taunting, mocking, making offensive comments; kicking, hitting, pushing, taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet and/or using social networking sites; producing graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the individual concerned, if they are identifiable.

### **Principles**

Bullying can happen in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our schools and will not tolerate it
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem
- We also react to bullying decisively and consistently with appropriate sanctions
- Children are not 'bullies' or 'victims'. Bullying is not a character trait but a set of behaviours
- Even 'perfectly nice' and 'popular' children can use bullying behaviours on occasion



- ‘Witnesses’ to bullying also have a role to play
- All ‘sides’ in a bullying incident will be listened to calmly and with respect
- We involve parents in our approach to preventing or addressing bullying behaviour

## Strategies

The school promotes an active and regular awareness of what constitutes bullying and takes part in educational activities through class discussions, website resources, assemblies, and newsletters.

Children are provided with a clear message about bullying: TELL – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

## The Law

The Trust endeavours to comply with the legal requirements placed on Governors and Trustees to determine detailed measures, rules, rewards, sanctions and behaviour management strategies that encourage good behaviour and respect for others on the part of pupils, and in particular preventing all forms of bullying among pupils.

Schools are required to comply with the equality duty, ‘The Equality Act 2010’. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

## Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s class teacher to be investigated, following which appropriate action will be taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher. Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of.

This Behaviour Policy also reinforces the Trust’s expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying.

## Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, and to discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour. Disciplinary sanctions imposed might be time out, removal of privileges or, in extreme instances, exclusion. We will engage promptly with parents to ensure their support and involvement. We will also use:

- restorative justice approaches as appropriate;
- one-to-one interviews with staff or peer mentors;
- the offer of counselling;
- work with the educational psychologist or other outside agency; □ discussion of anger management strategies.

### **Strategies to support a victim**

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

### **Allegations of abuse against staff and other adults working in the school**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Board of Trustees and the LGB have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment. Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

Staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, the Trust has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

### **Action in the event of a malicious allegation**

If an allegation is determined to be unfounded or malicious, the local authority Designated Officer will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil may include suspension or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

## **Monitoring and review of the Behaviour Policy including the Use of Reasonable Force Policy and Anti-Bullying Policy**

This policy will be reviewed by staff on an annual basis.

### **Useful web links**

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)