

# Behaviour Policy



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## PLEASE READ IN CONJUNCTION WITH THE ANTI-BULLYING POLICY

“Every child has the right to meet with other children and to join groups and other organisations, as long as this does not stop other children from enjoying their rights.”

*Article 15 of the United Nations Convention on the Rights of the Child.*

### Purpose:

At St Pius X, we believe that all children and adults in our school and community are important. We have a legal and moral responsibility to ensure every child is safe and protected from harm. Therefore, we aim to provide an environment where our behaviour curriculum defines expected behaviours in school, and it is centred on what successful behaviour looks like and defines it clearly for everyone. We are committed to enabling every student to successfully access their education and thrive at St Pius X.

### This policy is based on the following vision and beliefs :

- The personal development of the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.
- Outstanding behaviour is expected, held in high esteem, and consistently rewarded and promoted at all times by all members of staff.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills will enable them to make the right choices.
- Encouraging outstanding behaviour and respect for others aims to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development and wellbeing of the child.
- Outstanding behaviour for learning allows children to work and participate to their full potential.
- Children should have equal access and opportunity to a bespoke, knowledge-rich curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The Behaviour Policy of the school depends upon all staff endeavouring to achieve these aims by understanding and being able to implement its procedures.

### Aims and Expectations:

It is one of the primary aims of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so they can achieve their full potential.

### We aim:

- To have a whole school approach to good behaviour with a collective responsibility among staff, both teaching and non-teaching, to support and implement the good behaviour policy.
- To have the support of parents, children and governors in implementing this policy and to have the acceptance of parents and children of the need to insist on good behaviour at all times.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To teach through the school curriculum, in RE, PSHE, the National Curriculum subjects and the 'wider

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curriculum', values and attitudes, which will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.

- To be models of good behaviour, the basis of this being Christian values and mutual respect.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and Christian manner in the hope of achieving an improvement in behaviour.
- To tailor our expectations of children's abilities and behaviour according to their age and their stage of physical, intellectual and emotional development in order to offer them the opportunity to succeed and therefore gain confidence.
- To be aware of vulnerable children and issues that surround them (Child Protection- Safeguarding Policy).
- To encourage and praise effort as well as achievement.
- To understand other people's feelings and offer an empathic response.
- To respond positively to good behaviour and fairly and reasonably to negative behaviour.

### The Role of Pupils:

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. We expect all pupils to:

- Know and understand our school Mission Statement
- Accept the consequences of their actions
- Contribute to our positive school culture
- Be polite and respectful to others
- Be gentle and not hurt others
- Be kind and helpful – not hurt anybody's feelings.
- Listen and not interrupt
- Work hard and do not waste their own time or that of others
- Move around the school in a calm and quiet manner
- Respect the environment and property of others
- Try their best in all activities and allow others to do the same

We want our pupils to be able to :

- Take risks and learn from their mistakes.
- Have informed opinions and respect for others.
- Develop a curious outlook on life.

### The Role of all Adults

The role of adults is crucial in supporting schools develop and maintain outstanding behaviour. Every member of staff should treat all pupils and one another with dignity, kindness and respect. Simple, clear and well-communicated expectations of behaviour and training provide staff with the skills to manage behaviour consistently so that pupils and staff can thrive. We expect all adults to:

- Maintain high standards of behaviour.
- Provide excellent role models.
- Manage behaviour in a calm and consistent way
- Collaborate and support each other.
- Fully implement school rules.
- Provide a positive classroom climate in which all children can learn.

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- Respect and value all children, display patience and listen carefully to children.
- Teach respect by example, treating children with fairness and consistency.
- Regularly communicate with parents and carers.

### The Role of Parents & Carers

We want our parents and carers to:

- Support the work of the school
- Be well informed about their child's achievement and behaviour
- Support the school to ensure that their child adheres to school rules
- Know and understand our Mission Statement
- Discuss any concerns with teachers and staff
- Inform us of any circumstances which may affect their child's learning and behaviour
- Maintain regular contact with the school
- Attend school events, parents' evenings, and special meetings
- Celebrate pupils' successes

### The Role of the Senior Leadership Team

- Advise and support staff to manage children's behaviour effectively
- Regularly communicate with parents, carers, and governors
- Provide effective support for teachers presented with extremely challenging behaviours
- Liaise with external services for the benefit of staff and children
- Ensure that appropriate curriculum is in place which will excite and motivate children

### School Systems and Social Norms

It is important that children are consistently taught a range of school routines that enshrine the rules. These include:

- Excellent attendance and arriving on time to school for the start of the day and individual lessons.
- Walking around school in an appropriate manner at all times
- Knowing which areas of the school are 'in bounds' during periods of free time i.e. break and lunchtime
- Knowing how to speak to a 'Peer Mentor' if they need or want to
- Ensuring pupils have a clear understanding of the timetable and arrive at school with the appropriate equipment/clothing to take part in all activities

Supervision and engagement during school and at break times are key to preventing incidences of poor behaviour. Where necessary, close supervision/monitoring of identified pupils will take place in collaboration with the class teacher, SLT, and break time cover staff. Close monitoring details will be held in each classroom but NOT displayed or shared with the children (leaders recognise that this may cause distress or potentially humiliate the child(ren)). Tracking sheets are handed to the Headteacher on a weekly basis for analysis. Levels 3 – 5 are to be recorded on Arbor.

### Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across the three elements of: self, others, and curriculum.

**Relationship with self:** A pupil who does not feel confident as a learner or has a view that they cannot succeed, will be more likely to challenge learning or be more inclined to present unwanted behaviour.

**Relationship with others :** All behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as by factors internal to the child.

**Relationship with the curriculum :** Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a

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sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teachers and adults as much as it does to children. We follow an assertive discipline approach which is based upon recognising and praising good behaviour to reduce negative behaviour. It is based around rewards for the right choices and consequences for unacceptable behaviours. High expectations and positive learning behaviours are expected throughout the school.

### Positive Discipline:

- establishes and maintains clear boundaries.
- rewards positive behaviour.
- uses reasonable consequences in response to negative behaviour.

### **1 Establishing and Maintaining Clear Boundaries**

The school Code of Behaviour is positively fostered and made explicit throughout the school. It is displayed in classrooms of the school. All staff are expected to reinforce the Code in everyday school life. It is shared with parents through the Home/School Contract.

#### **School Code of Behaviour (6 rules)**

- We are kind, polite, helpful and are aware of others' feelings
- We listen carefully to others without interrupting them
- We look after our own and other people's belongings
- We try our best to work hard and learn from our mistakes
- We treat people the way we would like to be treated
- We always tell the truth

#### **House Points**

The school also uses a House Point system. Each child throughout the school will be placed into a House with a teacher as Head of each House. The House Point system is designed to give pupils a sense of belonging and community, and to develop team working and team building skills in a supportive and encouraging way. House Points are used to teach and reward the behaviours, skills and qualities that will help children to adopt positive attitudes to work and school life.

Children are expected to follow school rules outlined above. In addition, when entering/leaving premises for lunch, the children are expected to move quietly around the school in single file under adult supervision and follow routines for toilet/hand washing.

### **2 Rewarding Positive Behaviour**

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise
- Stickers and certificates
- House Points, which children can accumulate and spend at a "tuck shop" each half term
- Rewards for attendance and home-reading
- Each week we nominate a child from each class to be "Star of the Week"
- At School Assembly each "Star of the Week" receives a certificate and sticker

### **3 Use of Reasonable Penalties in Response to Negative Behaviour**

- All sanctions are progressive and last for one day only unless a more serious incident of behaviour has occurred
- In most cases an initial request to change behaviour should suffice
- If a request is ignored, either repeat the request or the child's name is recorded as a warning. If the behaviour continues a consequence will be issued of reflection time

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- In extreme instances a consequence will be given immediately, and the child may be sent to the Assistant Head and subsequently the Head of School or Executive Head depending on who is on site

### Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance. Attention must be given to:

- Effective classroom organisation and management
- Ensuring pupils are engaged, motivated, and challenged through an appropriate curriculum
- Establishment of effective relationships
- Teaching of co-operative strategies
- Children taking ownership of routines
- Acknowledging good behaviour
- Development of self-esteem
- Emotional intelligence; teaching the language of feelings through Zones of Regulation and PSHE

More specifically, children must be taught:

- To move appropriately in, around and out of school building
- To be polite to adults and other children
- To support other children
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour
- To report incidents of bullying-behaviour involving themselves or others

### Pupil Support and Transitions

Teachers will spend time teaching children the rules and routines they need to follow. They will review the school rules and consequences on a needs-basis but at least at the start of every half term.

Every opportunity is to be taken to reinforce the positive behaviour policy through the use of PSHE / RSE resources, planning, teaching, visits, and trips.

All staff should take responsibility for the promotion of good behaviour and dealing with misbehaviour. They are not just responsible for their own class. At any time, staff should take the opportunity to praise children around school, in assembly, and in the dining hall etc. Similarly, if they see misbehaviour in any setting, they must challenge it. Walking by, ignoring it, or leaving it for someone else to deal with is tantamount to condoning the behaviour. Consistency and clarity from everyone are needed to implement this policy effectively.

### Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, where appropriate. These pupils may require specific behaviour strategies and input, or an Individual Behaviour Plan / Risk Assessment which will be created with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration. (*Please also refer to SEND Policy*).

### Induction of new staff and pupils

School leaders will ensure that all new staff are inducted into the school's behaviour culture so that they have a clear understanding of rules and routines. This will enable new staff to support all pupils to participate in creating the culture of the school.

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Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. This includes in-year transfer admissions.

### Rewards

Rewards are given to a child or a class when children follow the rules. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school via positive reinforcement. This includes:

- Verbal praise
- Stickers
- Sharing good work with others (Head teacher and parents)
- House Points
- Weekly awards such as star of the week, reader of the week.

There will be a celebration assembly every week (Friday afternoon). In this, good behaviour will be praised and recognised, as well as academic work. Children will receive 'Star of the Week' Certificates.

### Sanctions and Consequences

These sanctions may be given to a child or a class when children do not follow the rules. Sanctions need to be consistent and sure to happen to be effective.

Staff and pupils must always endeavour to be fair and honest. Consequences need to be:

- Consistent
- Predictable
- Hierarchical
- Enforced
- Explained

### Dinner Time

- Verbal warning (choice/consequences)
- Hold hand of adult for an appropriate amount of time / or stand by the wall for an appropriate amount of time (age dependent)
- Continued negative behaviour – Consequence and /or sent to the Assistant Head or Head of School.

### Choices and Consequences

Offering children choices, with related consequences, helps them to understand that they are responsible for their behaviour. It keeps adults in charge without the need for coercion or making children feel powerless. When giving choices and consequences, keep the emphasis on the positive.

"X.. you have a choice. You can...or you can choose not to...If you do...you will get... If you do not you will have to move near to me...It's your choice."

### Consequences

- Ignoring behaviour / not the child
- Time-out within the classroom. Time out is useful for helping children to calm down when angry or getting out of control. It is not intended to be a punishment but an opportunity for the child to calm down, to reflect on behaviour and to make a fresh start. It should be reserved for behaviour such as violence that the child knows is unacceptable and not used at random for minor misdemeanours. This will be followed by a 1 to 1 discussion.
- Withdrawal of playtime privileges. This will be followed by a 1 to 1 discussion

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- If the issue is serious enough to require referral to the Assistant Headteacher or Head of School, a 'Behaviour Reflection Sheet' must be filled in. Parents may be notified verbally by class teacher.
- The issue of two referrals to the Assistant Headteacher in one week, results in referral to the Head of School. At this stage there will be formal communication home to the parents.

### Guidelines

- Show empathy and concern – emphasise that the discussion is not a punishment but used to help and offer guidance
- Ask child(ren) questions to try and find out the reasons for the misbehaviour
- Discuss with the child how they can improve and change behaviour (suggest strategies)
- Individual Education Plans should be followed for pupils with SEN, as adjustments to standard behaviour policy may be needed
- If a child needs more than or different to normal classroom or school strategies, class teachers should liaise with the Special Needs Coordinator (SENCO)

### Unacceptable Behaviour

Examples:

- Refusal to work or to move
- Cheekiness and defiance towards adults
- Bad behaviour in the classroom, playground or dinner hall
- Use of bad language including use of bad language towards staff or pupils
- Misuse of other children's belongings and/or damage to their clothing or shoes
- Deliberate damage to school property
- Theft
- Leaving the school premises without permission

Repeated unacceptable behaviour as mentioned above may result in a fixed term suspension.

### The Role of the Class Teacher /Practitioner

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Head of School, SENCO or Executive Headteacher. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher must also contact a parent if there are concerns about the behaviour or welfare of a child.

### The Role of the Head of School & Executive Headteacher

It is the responsibility of the Senior Leadership Team (SLT), under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the Policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the school. The SLT support the staff by implementing the Policy, by setting the standards of behaviour, and by supporting staff in the implementation of the Policy. The SLT keep records of all reported serious incidents of misbehaviour. The SLT have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, after discussion with the Trust and LA, the Head of School or Executive Headteacher may permanently exclude a child.

### The Role of the Parent

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school must use

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reasonable penalties with a child, parents should support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If they wish to discuss matters further, they should contact the Head of School/Assistant Headteacher. If discussions cannot resolve the problem, the parents would be advised to follow the School's Complaints Procedure.

### **The Role of the Governors**

The Local Governing Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness, through an annual report to Governors presented and discussed at their Autumn Term meeting. The Governors support the Head of School in carrying out these guidelines.

### **Fixed-term suspensions and Permanent Exclusions**

After taking advice from BW/CET, only the Executive Headteacher or Head of School has the power to suspend or exclude a pupil from school. The Executive Headteacher or Head of School may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher or Head of School may also exclude a pupil permanently. It is also possible for the Executive Headteacher or Head of School to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this. If the Executive Headteacher or Head of School suspends or excludes a pupil, s/he informs the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Executive Headteacher or Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Committee. The school informs the parents how to make any such appeal. The Executive Headteacher or Head of School informs the LA and the Local Governing Committee about any permanent exclusion, and about any fixed-term suspensions, including lunchtime suspensions. The Local Governing Committee itself cannot either exclude a pupil or extend the suspension period made by the Executive Headteacher or Head of School. The Local Governing Committee has a Pupil Discipline Committee which is made up of between three and five Governors. This Committee considers any suspension or exclusion appeals on behalf of the Local Governing Committee. When the Pupil Disciplinary Committee meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Pupil Discipline Committee decides that a pupil should be reinstated, the Executive Headteacher or Head of School must comply with this ruling.

### **Monitoring**

The Head of School monitors the effectiveness of this Policy on a regular basis. S/he also reports to the Local Governing Committee on the effectiveness of the Policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher is aware of minor classroom incidents. The Head of School records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtime. The Head of School keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the Local Governing Committee to monitor the rate of suspensions and exclusions, and to ensure that the School Policy is administered fairly and consistently.

### **Review**

The Local Governing Body reviews this Policy annually. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Local Governing Committee receives recommendations on how the Policy might be improved.

### **Systems**

- Playtime Organisation (Sanctions) – Reflection time during playtime after 3 warnings. 5 minutes or more depending on the behaviour being sanctioned.
- Any member of teaching staff can withdraw playtime privilege following the choice and consequence procedure.
- Children who are to miss playtimes, or part of a playtime, are to be supervised within the classroom of the teacher on duty for reflection time that day.

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- Mrs Stokoe/Miss Hudson/SLT are to be informed of any child who is regularly having their playtime privilege withdrawn.

### Internal Isolation

Isolation can be used to exclude pupils from the yard at break or lunchtime or – if a pupil needs a longer ‘time-out’ – from the lesson, to reflect on their behaviour. It is the responsibility of the SLT to decide whether a pupil needs to be isolated – when, where, and for how long. Pupils need to be sent, with their work to complete, and their parents are to be informed that isolation took place.

### Long-term isolation

This should be used in discussion with parents, where a child may be at risk of a fixed-term suspension, and requires time to reflect on their behaviours. The Head of School will aim to ensure where and when this will take place and coordinate the provision for the pupil during the day.

### Behaviour Monitoring – On Report

Report cards are available for pupils with specific behavioural needs, where deemed appropriate. They are used to monitor behaviour and effectively communicate between school and home.

### Exclusions

Fixed-term suspensions may be considered if all sanctions and actions have been exhausted or if an incident is considered severe. If the incident(s) are considered severe, the Senior Leadership Team may choose to use the suspension process, ranging from one to three days. Parents/carers must be notified by phone and given a formal fixed-term suspension letter stating the terms and the return date. All fixed-term suspensions are discussed and agreed with BW CET.

### Exclusion or suspension for serious incidents within school

Serious incidents can be considered:

- In response to a serious breach or persistent breaches of the school’s behaviour policy
- When allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The school reserves the right to fixed-term suspend any pupil, without using the consequence process above. This will be a matter of judgement for the Head of School in accordance with the DFE Exclusions from Maintained Schools guidance document 2017 and updates May 2023. Initially, suspensions will be for a fixed period of up to five days. If necessary, permanent exclusion will henceforth be considered in consultation with the school’s Local Governing Committee.

### Exclusion for serious incidents outside of school

The behaviour of pupils outside school can be considered grounds for suspension or exclusion. This will be a matter of judgement for the Headteacher in accordance with the DFE Exclusions from the Maintained Schools Guidance Document 2017 and updates May 2023.

### Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school are dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation. If an allegation is proved to be false and malicious, the Head of School and Chair of Governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Head of School will decide upon the sanction for the pupil who made the false allegation. The Head of School may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims or refer the case to the police if the school thinks a criminal offence has been committed.

### Intervention and De-escalation

Sometimes, when children become extremely overwhelmed or they’re experiencing sensory overload, they become dysregulated – where they lose control over their behaviours. The success rate of prevention is far greater than that of de-escalation.

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However, sometimes it's unavoidable. The following de-escalation strategies are used in school:

- Use a calm and quiet voice
- Validate a pupil's feelings but not their actions
- Respect personal space
- Be aware of body language and facial expressions
- Speak to the pupil on their level
- Distraction / Redirection
- Reflect on pupil's wants and needs
- Acknowledge the pupil's right to refuse
- Answer their questions but ignore targeted aggression
- Be silent
- Offer a movement break or a walk
- Always act in a non judgemental way
- Decrease stimulation – find calm space
- Avoid saying 'no'
- Use calming visual inputs
- Deep breathing exercises

**Do not expect the child to discuss the incident immediately or demand an instant apology.**

### Positive Handling

To be read with reference to the Policy on School Behaviour and Discipline.

This guidance sets out to define the circumstances in which staff may judge it necessary and appropriate to use the application of force to control or restrain a child in their care and takes account of the Legal Framework in which the school staff operates in the care and control of children. It is important to recognise that the majority of our children behave very well and conform to the expectations of the school where good behaviour is encouraged and valued and where pupils are encouraged to respect and value others. It is also important to recognise that the vast majority of behaviour that does not meet expectations is responded to through management strategies that do not rely on any form of physical intervention. Teachers are expected to use **reasonable** force to prevent a child from doing or continuing to do any of the following:

- Committing a criminal offence, including behaving in a way that would be an offence (if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including pupil's own property)
- Engaging in behaviour that is pre judicial to maintaining good order and discipline at school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (playground, school trip or other organised out of school activity when the member of staff has lawful control of the child or children concerned)

NB: It is always understood that physical intervention is one element of the wider Behaviour Management Policy and that is a last resort.

### Definitions

For the purposes of this guidance, the following definitions will be used to describe:

- Escorting – accompanying for protection or guidance. The level of compliance from the child being escorted and the degree of physical force being used by the member/s of staff will determine whether this act should be considered as restraint. for example, was the child overpowered to be escorted
- Holding – to assert authoritatively. The degree of force used in relation to the level of cooperation and compliance being displayed by the child determines when holding becomes restraining. The higher the level of force, the more likely the action will be deemed restraint. Ultimately, it will rest upon whether

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- the child was overpowered and had no choice but to remain in the hold
- Restraint – physical control. As defined by the application of force with the intention of overpowering the child to prevent him/her from harming himself/herself or others

### Planning for Incidents

There are a wide variety of incidents in which reasonable force might be appropriate or necessary to control or restrain a child:

1. Where action is necessary in self-defence or because there is an imminent risk of injury, e.g. a pupil attacks a member of staff, another pupil or is self-harming or where pupils are fighting.

In an emergency situation, the following may be necessary:

- Holding, pushing or pulling to save injury to another person or him/herself
  - Restraining to prevent an attack on someone else or putting him/herself in danger
  - Blocking a pupil's path
  - Breaking up a fight
2. Where there is a significant assessment that risk of injury or significant damage to property will result from the child's actions, e.g.
    - A pupil is engaged in, or is on the verge of, committing deliberate damage to property
    - A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, by out-of-control behaviour or by the misuse of objects

Again, in an emergency, the following may be necessary:

- Restraining a pupil to prevent injury to himself or others through damage to property
- Holding, pushing or pulling in an emergency situation to prevent injury

### Examples:

#### INCIDENT

A pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure himself/herself or others.

#### ACTION

- Blocking a pupil's path
- Holding if there is the possibility that accident or injury is imminent

#### INCIDENT

A pupil tries to leave the school without permission, and such an action is judged to put them at risk.

#### ACTION

- Blocking his/her path
- Holding if necessary to stop the child leaving premises
- Escorting the pupil by hand or arm

NB: In all cases, one would use the voice to de-escalate the situation, e.g. to reassure and to calm the pupil down.

### Planning Strategies for Individual Children

When the school is aware that a child is likely to behave in a way that might require physical control or restraint, we will plan how to respond. The plan will address:

- Managing the pupil (strategies to de-escalate the conflict, what holds to be used and what form of words are most likely to lead to calm)
- The involvement of the child and parents/carers in developing the plan so that all parties are clear about what action will be taken and why

Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with the particular behaviour)

- Planning, where appropriate, how additional support can be summoned in the event of the plan being used and
- Ensuring that the individual needs of the child are taken into account. In some cases, it will be necessary to consider the physical health needs of the child in order to ensure that the holds are safe.

NB: Every physical intervention should be planned and conducted within the context of the above guidance. Only in exceptional circumstances, where there is an immediate risk of serious injury, should a member of staff act or take any necessary action that is consistent with the concept of reasonable force.

### Recording and Reporting Behaviour

All achievements and behaviours are recorded centrally as part of the Arbor system. The school produces half-termly reports on achievement and behaviour for the leadership team to analyse and target intervention where necessary. This will track the behaviours of all pupils and pupil groups, which include boys, girls, those entitled to the Pupil Premium, those with Special Educational Needs, less able students, and more able pupils. These records are reported formally to the full Local Governing Committee three times per year as part of the Headteacher Report to the Local Governing Committee.