

St Mary's

Rickmansworth C of E Primary School



Behaviour Policy

Teachers have a right to teach and children have a right to learn.

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Introduction

A policy rooted in Christian Values

At St Mary's Church of England (VA) Primary School we believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values:

- Courage
- Thankfulness
- Trust
- Service
- Forgiveness
- Compassion

Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of the school's behaviour policy.

The behaviour policy is written with the express view of nurturing children to make the best decisions they can, and when this does not happen to provide an opportunity of reflection, reconciliation and an opportunity to 'start anew.' At all stages when the behaviour policy needs to be enforced it is paramount that the children understand it is the behaviour that is being challenged, not the child, thus ensuring that their spiritual, moral, social and cultural development continues so they can reach their potential and continue to develop resilience, self-esteem and confidence to engage in modern Britain.

Everyone at St. Mary's has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

The school firmly believes in the power of intrinsic motivation in children, and uses this as the main approach to pupil reward. Rather than extrinsically rewarding children, children are taught from the youngest age that adopting the correct learning behaviour is paramount for themselves.

All staff, regardless of the nature of their employment, are expected to make decisions that are consistent with the policy and that will be supported by colleagues.

Behaviour Principles Written Statement:

The Local Board has decided upon the following behaviour principles which school staff will adhere to:

- Every day is a new beginning.
- Ensure the safety of children and adults.
- Develop pride in self and respect for others.
- Everybody is welcome and belongs at St Mary's.
- We all need to learn from our mistakes.
- The child, teacher, staff member, parents and peers may all contribute to the difficulty and all have a part to play in the solution.
- Self –assessment is the key to behaviour change.
- Encourage collaborative problem solving between staff/ children / parents.
- We will teach the language of collaboration.
- All adults in school consistently model behaviours such as empathy/ manners/ valuing others explicitly- we talk to children as we expect them to talk to us.
- Children will be encouraged to reflect on the natural consequences of their actions.

- Support is tailored to the individual (one size does not fit all)
- There will be agreed acceptable behaviours i.e. non-negotiables: no swearing, punctuality, no hurtful comments/ physical harm/ taking care of property
- We do not label children- we have the highest expectations of children at all times.
- Children, staff and parents need to feel they are heard and understood.
- Protect and nurture the child's sense of belonging and connection with other children and adults. We will not compare with older/ younger siblings.
- Prepare for lifelong learning.
- Exclusion is only carried out when a risk assessment finds it is unsafe for the child to be in school. Steps to make the child/ environment safer must be part of the plan.
- Staff will be given training to update their knowledge and skills around child psychology and appropriate interventions/ curriculum/ techniques to help children to meet their emotional and social needs.

Teacher's Role

Teachers need to establish consistent levels of excellent behaviour with the support of the Leadership team, Governors and parents. Consistently positive and high expectations, praise and reward will support this. Pupils need to know how to make good choices; they need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. It is paramount that all staff follow the teacher's lead and maintain these expectations.

Teachers should avoid sending a child out of a classroom/ learning area on their own, in case the child is able to create further disruption within the school. If necessary, a member of senior staff will be called for.

Promoting Good Learning Behaviour

Our emphasis should constantly be on praise. We teach children the behaviours required to be a Good Learner.

Pupils need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the school and recognition that there is a consistent use of praise when their behaviour is appropriate and sanctions when it is inappropriate. At St. Mary's Church of England (VA) Primary School, children are encouraged to take on these responsibilities and also to be responsible for their own behaviour when the desired behaviour is not exhibited. Children are encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

The school's behaviour framework is built around the principles of the Hertfordshire STEPS.

Class Behaviour Systems

Rewards operate on an individual basis as well as whole classes working together.

1. Teachers may use a variety of whole-class and individual reward systems to encourage expected behaviour.
2. Classes agree their individual class rules at the start of the academic year.
3. The whole school community must promote positive behaviour reinforcement.

For example, "Ben, you are really listening carefully today. That will help you complete your Writing."

“Rosie, you are sitting in just the right place. That means we all have enough space to work comfortably.”

Behaviour Level Procedures

Teachers have the right to teach and children have the right to learn. Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

There are times in every classroom when children may disrupt others. At St. Mary’s, as part of our distinct Christian ethos, we give pupils every opportunity to self-correct their own behaviour as part of the core values of *trust* and *forgiveness*. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

We operate a three step system:

1. A verbal warning
2. A yellow card
3. A red card

This is to be carried out by ALL members of staff who will each have a red and yellow card on their person.

The incident will be recorded inclusive of all details in a folder kept in the staffroom in order to keep a record of all yellow and red cards. This will enable teachers and the Leadership Team to monitor the behaviour across the school. Support staff will record incidents in the folder and inform the class teacher.

Should a pupil receive five yellow cards in a half term period, this will result in a red card reflection and parents will be informed.

When a pupil receives a red card, the consequence will be that the pupil misses their playtime or lunchtime. They will be supervised by an adult in a shared area such as the dining hall. During this reflection time the pupil will complete a reflection card, addressing the behaviours demonstrated and how this impacted others. This links directly to Hertfordshire STEPS. Parents will be informed each time a child receives a red card. All **paid** school staff are able to administer the sanctions outlined in this policy other than exclusions.

Whilst parental consent is not required for a member of staff to impose a sanction of missing break/lunch time, staff will take the individual circumstances of the child into account. If a pupil refuses to miss their break/lunch time and not come to sit with the appropriate adult, then the parent will be called in to meet with the Headteacher at the end of the day.

If a pupil receives 3 red cards, a meeting will take place with the Headteacher, class teacher, parent and pupil to discuss the incidents and plan a way forward.

If a red card is given at break or lunchtime the pupil will be removed from their playtime with immediate effect.

Below are some examples of behaviours which would result in a red or yellow card.

Yellow	Red
<ul style="list-style-type: none">• Low level disruption (chatting, throwing rubbers...)• Repeatedly off task in class• Ignoring instructions• Disrespectful behaviour to others	<ul style="list-style-type: none">• Violent conduct• Follow up incident from a yellow card• Vandalising or stealing property• Prejudice behaviour (racist/homophobic/sexist)

- Shouting out in class

- Swearing
- Running out of school
- Bullying

Representing the school is a privilege and children that receive a red card may not be eligible to do so.

There may be times where an incident is so severe that time out of class or an exclusion is required. Please see below.

The following examples of behaviour may underline the school’s decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
- Any incident which breaches the law
- Persistent and severe bullying
- Verbal and physical abuse
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to injury

- Children who are seen to break school rules through a serious offence are immediately removed from the classroom and are taken to see the Headteacher or a senior member of staff if the Headteacher is not available. This applies also to children to repeatedly break school rules. 999
- Exclusion may be used – internal, fixed or permanent. Please refer to the Exclusion Policy
- Child will take time to complete a reflection sheet.
- Incident form is completed.
- Parents/carers informed through a phonecall and a meeting is arranged for the end of the school day.

Authorisation of sanctions

The school will always act reasonably in implementing the policy and will make reasonable adjustments for a child with characteristics protected by the Equality Act 2010. Any punishment/sanctions must be made by a PAID member of the school staff or a person authorized by the headteacher. The punishment/sanction must be made on the school premises or while the pupil is under the charge of a member of staff. Any punishment/sanction will not breach any other legislation (e.g. in respect of disability, SEND, race or other equalities and human rights) and will be reasonable in all circumstances.

Child Protection

Where a child’s behaviour gives cause to suspect that they are suffering, or is likely to suffer, significant harm, the school’s safeguarding procedures will be followed and appropriate referrals will be made.

Children with Special Educational Needs & Disabilities (SEND)

We expect all children within St. Mary’s to follow the Behaviour policy. As much as possible, we want to keep children with Special Educational Needs within the Code of Conduct. However, this will be more difficult for some children at certain times.

Children with behavioural difficulties who have SEND support may:

- Have regular meetings with their teacher and parents/carers.
- Have an Individual Behaviour Support Plan (known by all staff/cover).
- Meet regularly with the SENCo to discuss progress.

Children who have a Health and Care Plan (EHCP) may need the Code of Conduct to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations without additional support. Practical ideas include individual planning and reviews. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards (a behaviour card), alternative rewards or consequences and the use of outside agencies (Education Support Centre ESC, Educational Psychologist etc.) Parents will be continually involved in supporting the school in managing their child's behaviour issues.

It may also be appropriate to complete a multi-agency assessment to identify a pupil's needs in line with paragraph 19 of the current DfE exclusion guidance in which it states that 'early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The Headteacher will also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEND but the scope of such assessments may go further for example by seeking to identify mental health or family problems'.

Responsibilities

Responsibilities of Children:

- To follow the behaviour policy to the best of their ability
- To treat adults and other children with respect and politeness
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour

Responsibilities of Staff:

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

Responsibilities of Parents/Carers:

- To ensure children arrive on time for school and ready to work
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day

Useful Strategies

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel told off too.

Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact.

Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Being aware of the child's feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feelings

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. Apply rules firmly and fairly.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings... **"You seem cross, did something happen?"** Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in the class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Address the behaviour, not the child

Give an 'I' message. State clearly 'I do not like....' rather than criticising the child. This ensures behaviour is addressed, and models assertive behaviour.

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Create an interesting, stimulating classroom environment.

Make sure all children know what they are doing and that their work is matched to their ability.

Often where children are unable to access the learning or because it does not require their full effort, their behaviour deteriorates as a consequence. Ensure your differentiation is closely matched to the needs of your pupils so they are challenged at an appropriate level.

Where inappropriate behaviour has escalated or has not been de-escalated through the strategies outlined above, the school will use the Herts STEPS tool kit to devise an individualised Behaviour Plan. The school may seek external advisory support from the Acorn Centre and DSPL (Developing Specialist Provision Locally) 9.

Key Behaviour Expectations across the school

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. The quieter adult voices are the quieter the children will be.

All staff should ensure the use of positive phrases e.g. "Walk, thank you" as opposed to "don't run".

Our physical intervention policy clearly defines what is and is not acceptable practice should physical intervention be required.

All children must walk inside school. If a child is observed running they should be asked to go back and walk correctly, accompanied by positive verbal feedback such as 'Thank you for walking sensibly'. Encourage children to walk to the left of the corridors.

NEVER:

- Humiliate
- Shout
- Over react
- Use blanket punishment
- Over punish

Searching and confiscation

Searching:

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.

The school will adhere to the DfE document 'Searching, screening and confiscation- advice for headteachers, school staff and governing bodies' February 2014.

Bullying (including cyber bullying) and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

The school will be proactive in preventing bullying, rather than just responding to incidents. The main strategy will be to raise awareness in whole school and phase assemblies; This will include:

- Awareness of different forms of bullying.
- Recognising what is and isn't bullying. They will be taught the 'P.O.P.' test (is it Purposeful, Over time and is there a Power imbalance)
- What they can do to help and how to report bullying.
- Link to e-safety and cyber-bullying assemblies in KS2.

For further information about how we prevent and tackle any incidents of bullying and cyber bullying,

please see the Anti-Bullying policy.

Acceptable Use of IT

All staff, parents and pupils are required to adhere to the Acceptable Use of IT policy. Breaches of data security and acceptable use of IT may result in sanctions including internal exclusion, fixed or permanent exclusion depending on the seriousness of the offence. Please refer to the Acceptable Use policy.

Special Educational Needs and Disability (SEND)

Pupils with SEND have a higher incidence rate of exclusion compared to those pupils without SEND. Pupils with SEND may come under the protected characteristics of the Equalities Act 2010. We will make reasonable adjustments for any pupils who fall in this category and will work with the SENCo and Pastoral/Autism Lead to create a bespoke Individual Behaviour Plan. For more information please refer to the Equalities Statement and SEND Policy.

Attachment Awareness

St Mary's is an Attachment Aware school and we recognize that understanding our emotions is a key aspect of understanding and managing behaviour. Through our attachment training and emotion coaching, both adults and children are able to both manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children, staff and children with their peers. Our school is committed to the emotional mental health and well-being of its staff, children and parents/carers. The key approaches of an attachment aware school are:

- Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication (conscious or unconscious) and we will respond accordingly.
- Taking a non-judgmental, curious and empathetic attitude towards behaviour. Children with behaviour difficulties are viewed as being vulnerable rather than troublesome and we will explore this vulnerability and provide appropriate support.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Use the principles of emotion coaching by following the Hertfordshire Steps de-escalation script.

Home-school links

At St Mary's we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is contained in:

- Our Home School Agreement
- Newsletters and through awards which are sent home
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues
- The procedures as laid out in our Attendance Policy/Attendance leaflet for parents/carers

This information is shared with parents as their child starts school and information is also available on our school website.

Introduction to restrictive physical intervention

In St Mary's Primary school we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of restrictive physical intervention be needed. On such occasions, only acceptable forms of intervention are used. All staff have been trained in the Hertfordshire Steps Approach.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for managing difficult and dangerous behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they are able to manage behaviour, and to have an understanding of what difficult or dangerous behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Use of restrictive physical interventions at St Mary's

Restrictive Physical Interventions may be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However there are other situations when restrictive physical intervention may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor. Please refer to the Restrictive Interventions Policy.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN ST MARY'S

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and must be aware of this policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of pupils then that adult will be entitled to use Restrictive Physical Intervention

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Names of Authorised staff

Tasha Maxwell Miranda Collett Charlotte Dineen Moiria McLeod Hannah Paxton Rebecca Bartram Jo Lee Helen Crilly Debbie Wilson	Katie Bennett Chrissy Perry Debbie Sharp Tracy Palmer Brian Exley Wendy Partlett Jane Budd
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Planning for the use of restrictive physical interventions in St Mary's

Staff will use the minimum force needed to restore safety and appropriate behaviour. When considering the use of Restrictive Physical Intervention there are only 3 components that can be judged as wrong.

- If there is a negative impact on the process of breathing
- The pupil feels pain as a direct result of the technique
- The pupil feels a sense of violation

Elevated risks

The following can result in a sense of violation, pain or restricted breathing

- The use of clothing or belts to restrict movement
- Holding a person lying on their chest or back
- Pushing on the neck, chest or abdomen
- Hyperflexion or basket type holds
- Extending or flexing of joints (pulling and dragging)

The following can result in significant injury:

- Forcing a pupil up or down stairs
- Dragging a pupil from a confined space
- Lifting and carrying
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency)

The principles relating to Restrictive Physical intervention are as follows:-

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use force when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the dangerous behaviour
- Staff will use the minimum force necessary to ensure safe outcomes

- Staff will be able to show that the intervention used was a reasonable response to the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing a risk reduction plan, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Developing a risk reduction plan in St Mary's

If a pupil is identified for whom it is felt that Restrictive Physical Intervention may be a likely result, then a Risk Reduction Plan will be completed.

This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:-

- Involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- A record to be kept in school of risk reduction options that have been examined and discounted, as well as those used (*Annex – Roots and fruits*)
- Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- Ensuring a system to summon additional support
- Identifying training needs

Please refer to the Appendix for a risk reduction plan

Guidance and training for staff

Guidance and training are essential in this area. Continuing professional development for all staff is embedded practice and where there is a perceived need for staff training to assist in achieving the aims of this policy, such training will be considered within the limits of available resources. We need to adopt the best possible practice in St Mary's Primary school and recognise that it is essential that it is arranged for all staff at a number of levels including :-

- Awareness of issues for governors, staff and parents,
- Behaviour management techniques for all staff
- Managing conflict in challenging situations - all staff

Recording and reporting

The use of a Restrictive Physical Intervention, whether planned or unplanned (emergency) must always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident in a book with numbered pages.

The written record should indicate:

- The names of the staff and pupils involved
- The reason for using a Restrictive Physical Intervention (rather than another strategy)
- The type of Restrictive Physical Intervention employed
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The date and the duration of the intervention
- Whether the pupil or anyone else experienced injury or distress and, if they did, what action was taken

Training in practical techniques of Restrictive Physical Intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an accredited Hertfordshire Steps trainer.

(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we can avoid or minimise the likelihood of any complaints being made. All disputes which arise about the use of force by a member of staff will be dealt with according to Complaints, Child Protection and Safeguarding policies

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints

Related Policies

- Anti-bullying
- Equality
- Exclusions Policy
- SEN Policy
- Complaints
- Restrictive Intervention Policy

Equality

In accordance with the Equality Act 2010 we seek to;

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We have a commitment to the Equality Act. We offer as a school to read through and translate all correspondence with our community so that all members of our community can access information equally.

With reference to the DfE guidance documents, the school will comply with the most recent versions of these documents.

Behaviour outside of the school day/premises

Subject to the Behaviour Policy, teachers may sanction pupils for:

Misbehaviour when the pupil is

- Taking part in any school-organised or school-related activity or
- Travelling to and from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- 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.

Exclusions

The school follows the DfE document 'Statutory Guidance for those with Legal Responsibilities in relation to Exclusion'. This guidance is referred to in any decision to exclude a child from school. The relevant documentation is found at <https://www.gov.uk/government/publications/school-exclusion>

Please refer to our Exclusions Policy for more detail.

Whilst the school takes care to apply the provisions of this behaviour policy consistently, there may be occasions where a difference in approach may be taken to those involved in an incident being based on each individual's level of involvement and culpability, which might include an appraisal of each individual's circumstances.

The following examples of behaviour may underline the school's decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
- Any incident which breaches the law
- Persistent and severe bullying
- Verbal and physical abuse
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to injury
- Malicious allegations against school staff
- Compromise of the school's IT system
- In possession of an illegal drug, using an illegal drug or supplying an illegal drug, either for pecuniary advantage or otherwise

- In possession of a drug which is not illegal but which is considered to be harmful or detrimental to good order and discipline e.g. solvents, glue and new psychoactive drugs or ‘illegal highs’.
- In possession of an offensive weapon e.g. a knife

This list is not exhaustive but is rather illustrative of the severity of behaviours that might lead to the sanction of exclusion and ultimately, the decision to exclude lies solely with the Headteacher.

Non-compliance with an exclusion

Parents/carers have a duty to ensure that their child is not in a public place without good reason during school hours if they are excluded from school. The school may make an application to the Local Authority to issue a Fixed Penalty Notice (FPN) if necessary.

Standard of Proof

If the headteacher is considering an exclusion, paragraph 8 of the DfE exclusion guidance states that ‘when establishing the facts in relation to an exclusion decision, the headteacher must apply the civil standard of proof; i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true rather than the criminal standard of ‘beyond reasonable doubt’. This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Managed Moves

A Managed Move is a formal agreement between two schools, a child and their parents. It allows a child at risk of permanent exclusion to transfer to another school for a trial period of 16 school weeks. This may enable a child to make a ‘fresh start’.

Paragraph 15 of the DfE exclusion guidance states that ‘A pupil at any type of school can also transfer to another school as part of a “managed move”. Where this occurs with the consent of the parties involved, including the parents and the admission authority of the school school. However, the threat of exclusion would never be used to influence parents to remove their child from the school.

Only the Headteacher has the power to exclude a pupil.

Procedures for review and evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- School council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

Related Policies

- Anti-bullying
- Equality
- Exclusions Policy
- SEN Policy
- Complaints

- Restrictive Intervention Policy

Equality

In accordance with the Equality Act 2010 we seek to;

- d) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- e) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- f) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We offer as a school to read through and translate all correspondence with our community so that all members of our community can access information equally.

References

This policy should be read in conjunction with the relevant passages in:

Current Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

<https://www.gov.uk/government/case-studies/whole-school-approach-managing-poor-behaviour>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

The school will comply with the most recent versions of these DfE documents.

This policy will be reviewed annually and shared with parents annually after ratification by the FGB.

Appendix 1

Written Statement of Behaviour Principles

The Full Governing Board of St Mary's have written the following behaviour principles for staff to adhere to. They are rooted in Christian Values which underpin our core values.

'The fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.' Galatians 5:22-23

We teach our children to love each other and God's creation, and follow the example that Jesus taught us, and behave towards others as you would want them to behave towards you.

We aim to create a positive atmosphere based on a sense of community shared by pupils, staff, governors, parents and others in the school, where:

- Everyone should feel safe all the time, free from bullying or harassment
- Everyone should be treated equally, free from discrimination
- Everyone should be respectful to others and be treated with courtesy and consideration
- Good behaviour is consistently praised
- Consequences are consistently, fairly and appropriately applied for unacceptable behaviour
- Everyone has a contribution to make by setting a good personal example
- Individually must be seen as an essential and an important part of each person, and the positive aspects of each individual personality should be celebrated and developed
- Expectations of others will be reasonable and practicable.

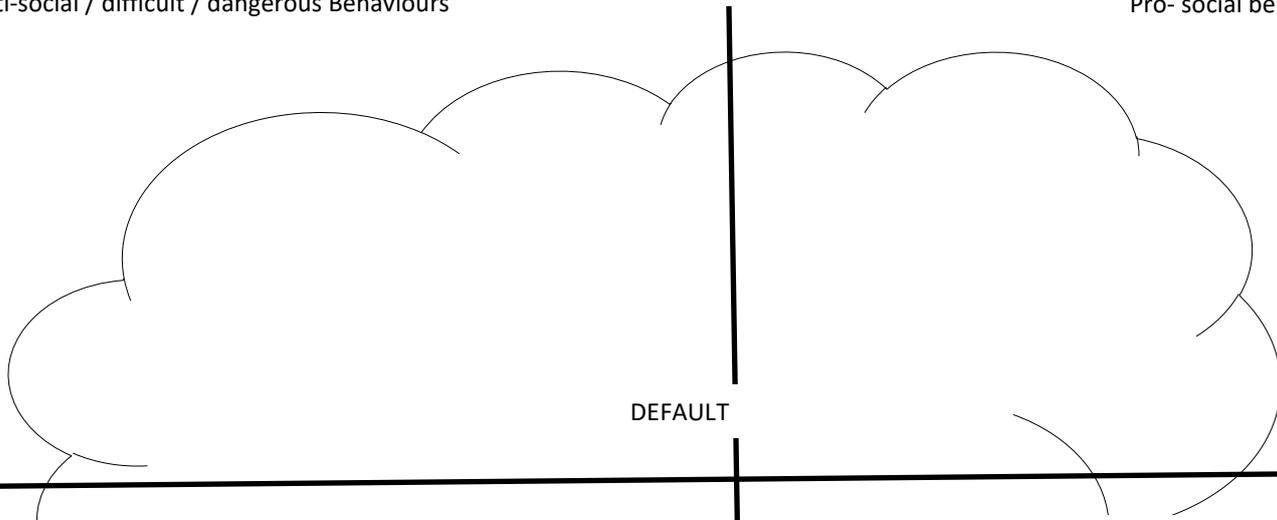
There is an expectation that the school's Behaviour Policy includes the power to use reasonable force when necessary, as advised in the DfE guidance (reviewed July 2015).

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours



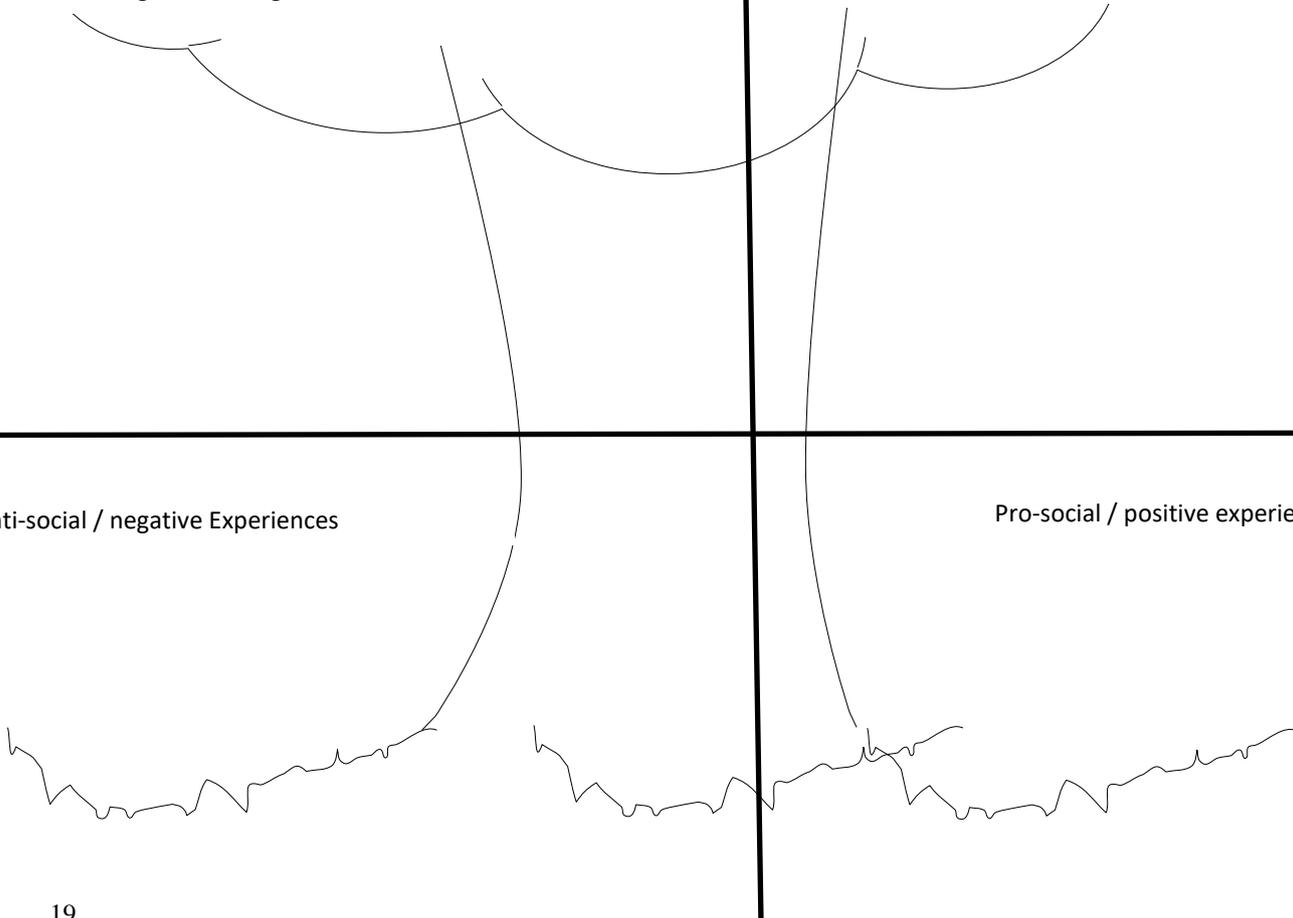
DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences



ANNEX. 2 Audited Need for identifying Restrictive Physical Intervention or Restraint needs

Name	DOB	Age
How well equipped is the school/setting to manage the inclusion of this pupil (position in circles)?		
Is the pupil's 'Roots and Fruits' updated?		
Experiences effecting the pupil		
Feelings effecting the pupil		
Physical characteristics (height, weight, physical differences)		
Additional risk factors (medical or emotional diagnosis or needs, substance misuse etc.)		
Communication differences (visual or hearing impairment, adaptive communication)		
Is the pupils 'Individual Risk Reduction Plan' updated?		
Context or Triggers (high risk times, places, people, activities etc.)		
De-escalation options to use (unusual strategies that are effective)		
De-escalation options to avoid (common strategies that have proved ineffective)		
Principle of 'last resort' why may de-escalation be ineffective (triggers are hidden, difficulty in communicating)		
Staff matching (who is best to de-escalate, who is safest for involvement with RPI)?		
Training needs (does anybody require additional training in de-escalation, RPI, Communication)?		
Justification (what harm will be prevented at what level)?		

Environmental Risk Assessment (necessary changes chairs etc., limited access)
Student Shape (standing, seated on chairs, seated on the floor)
Adult shape (standing, kneeling, seated in chairs)
Destination technique (elbow tuck lone worker, elbow tuck figure 4, shield etc.)
Transitions (describe the 'messy' bits, taking hold, letting go etc.)
What makes it safe (reminders of detail)?
What makes it effective (reminders of detail)?
Social validity (how will it feel for the child, how will it look to others)?
Protective consequences (limits to freedom to CONTROL risk of harm)
Educational consequences (how are we going to TEACH internal discipline)
Unresolved risk factors (issues for management)

For assessing and managing foreseeable risks for pupils who are likely to need Restrictive Physical Intervention
Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Individual Risk Management Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Student Name:	
----------------------	--

Location of Incident:	
------------------------------	--

D.O.B:	
---------------	--

Time and Date of Incident:	
-----------------------------------	--

Reporting Member of Staff:	
-----------------------------------	--

Justification for physical intervention (tick all that apply):	Predicted harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 pupils etc.)
To prevent harm to self	<input type="checkbox"/>
To prevent harm to other children	<input type="checkbox"/>
To prevent harm to adults	<input type="checkbox"/>
To prevent damage to property	<input type="checkbox"/>
To prevent loss of learning (see plan)	<input type="checkbox"/>

Incident Form/Book Complete	Y/N
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Name(s) of additional staff witness:	Name(s) of additional student witness:

Medical Treatment / Injuries	Y/N
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Damage to Property	Y/N
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Unresolved Harm/ Details of damage to property (costs and details of harm to property and people including medical intervention:

Triggers:
Additional factors:

Management:	Comments:
How was the incident resolved?	
What were the Consequences? Protective and Educational	
Has student reparation/ de-brief taken place?	Y/N
Has staff de-brief taken place?	Y/N
Has the Risk Management plan been reviewed or updated?	Y/N
Was there Police involvement?	Y/N
Has there been Internal Exclusion / FTEX / PEX?	Y/N

Primary de-escalation techniques used
(please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Number	Description of how technique was employed		
1			
2			
3			
4			
5			

Restraint techniques including sequence of techniques, time and staff involved:

Time	Technique	Shape	Staff name
Duration of restraint:		Duration of incident:	

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the student indicated that this was caused by the use of physical intervention?	Y/N	Actions: <ul style="list-style-type: none"> • •

Incident reporting and monitoring	
Incident reported to: Head Teacher by:	
Parents / Carer informed by:	@
Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Incident form completed by:	@

Verification of account of incident:		
Staff name	Staff signature	Date

Reporting staff name: _____ Signature: _____

Incident form coordinator check signature: _____ Date: _____

