



Willenhall Community Primary School

Behaviour and Physical Restraint policy

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1. Principles

- Children have the right to learn and play in an atmosphere free from disruption, harassment and aggression
- Teachers have the right to teach in an atmosphere free from disruption, harassment and aggression

We believe that the management of children’s behaviour should be a whole school approach. We have high expectations of children’s behaviour, which will contribute to positive relationships throughout the school. Our policy is value based and prepares our children for life in Modern Britain. The way we manage behaviour, models positive conflict resolution through listening to all children demonstrating tolerance and respect.

2. Aims

- To create an environment in which all members of our school community feel valued, safe and secure
- To apply a clear system of rules, rewards and sanctions consistently and fairly
- To enable children to develop self-knowledge, self-esteem and self-confidence teaching them the morals and values they need to make a positive contribution to Modern Britain.

3. Promoting Positive Behaviour

At the beginning of the school year, teachers will work with their classes to reinforce our school values through exploring our ‘Golden Rules’. This period of

time takes high priority, and we believe that spending this time strengthens relationships and sets a firm foundation for the rest of the school year.

Assemblies - Reinforce our values and school rules.

PSHE Curriculum - Promotes an understanding of individual liberty, tolerance, the rule of law and democracy.

School Council - Our school council allows our children to experience democracy in action.

4. Our Golden Rules



5. Rewards

Good behaviour, work and attitudes will be reinforced by rewards and praise. Many rewards are given every day. Others may be less frequent; termly or yearly.

Examples of rewards that will be given:

- Praise, smiles, positive comments
- Attention called to positive behaviour
- Saying 'thank you' to each other in recognition of good behaviour and manners
- Opportunity for children to complement each other's positive behaviours
- Comments to parents at the end of the day or phone call home to acknowledge good behaviour
- Showing good work to another teacher/head teacher

6. Sanctions: If the rules are broken.

Inappropriate behaviour which breaks our 'Golden Rules' will be dealt with firmly and fairly. Because we have strong positive relationships with our children most recognise a disapproving look, a frown or a shake of the head by an adult as a signal, and react accordingly. On most occasions a reminder about our **golden rules** and the right behaviour is all that is needed to encourage children to do the right thing.

7. The following stages are followed:

- Warning** A warning of a stage 1
- Stage 1** An explanation of what the stage is for
- Stage 2** Time out - table or chair *(away from other pupils)
(Pupils are not to miss any part of playtime for the above stages)
- Stage 3** Sent to the Head teacher, Deputy Head or Assistant Head Teacher (Head teacher's office). These incidents are documented in the Behaviour file.

Children can take responsibility to improve their behaviour once they reach a stage, for example if a child has reached a stage 2 **but then works hard to improve his/her behaviour, he/she can move back to a stage 1. Stages received in the morning teaching time will not be carried over into the afternoon teaching time. Stages are not to be given and held if a pupil is going to another teacher e.g. Carousel.**

Playtime and lunchtimes are managed in isolation with no stages just a reminder by playtime staff and DRAs of appropriate behaviour.

Very serious bad behaviour will be dealt with outside of the stages of sanctions. Very serious bad behaviour is:

- **Fighting/Hurting others: kicking, pushing, barging and hitting**
- **Verbal abuse: swearing, teasing, racist, homophobic or sexist language.**
- **Going out of school grounds or walking out of lessons**
- **Malicious damage to school property**

Any of the above will result in being sent straight to the head teacher, by-passing all other stages.

In addition:

- Parents may be contacted immediately and asked to remove the child from school.
- The child may be excluded from school for a fixed period of time.

When a phone call is made to inform parents of serious bad behaviour, an appointment to meet with the head teacher is also requested. Sanctions such as withdrawal from lessons to work in the Head teacher's office may be given.

8. Physical Restraint Policy

8.1. The Legal Framework

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control".

Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers, other members of staff in the school and the Head teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

(Examples of possible situations are given in Appendix 1)

8.2. Definition of restraint

Physical restraint is the positive application of force with the intention of protecting the pupil from harming himself or others or seriously damaging property.

General policy aims

Staff recognises that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order

and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour and Child Protection policies.

Specific aims of the restraint policy

To protect every person in the school community from harm

To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful

To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations. All staff to have received **Team Teach Training** and this training will be updated in line with recommendations.

8.3. Why use restraint?

Physical restraint should avert danger by preventing or deflecting a pupil's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a pupil appears to be unable to

exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of pupil during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staffs are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

8.4. Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. is a pupil about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour and **team teach training manual**.

8.5. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object.

However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Relax your restraint in response to the pupil's compliance

DON'T

- Don't involve yourself in a prolonged verbal exchange with the pupil
- Don't attempt to reason with the pupil
- Don't involve other pupils in the restraint
- Don't touch or hold the pupil in sexual areas
- Don't twist or force limbs back against a joint
- Don't bend fingers or pull hair
- Don't hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Don't slap, punch, kick or trip up the pupil
- Don't act in temper (involve another staff member if you fear loss of control)

8.6. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. All incidents to be recorded in the "Bound and numbered Book (Team Teach)" An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through a risk assessment, which may include an anger management programmes, or other strategies agreed by the staff.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately in the bound and numbered book. All sections of this should be completed so that in the event of any future

complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

8.7. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

9. Exclusion

For most pupils, most of the time, the rules, rewards and sanctions will ensure that the school is a calm, orderly, safe and secure place to learn. However, there will be times for individual pupils, when the procedures for managing behaviour in school will not be sufficient. We will then consider the use of temporary exclusion as a final sanction.

If pupils need to be excluded from school, for example when there has been a serious breach of the rules, or when serious behaviour is repeated, then work will be set and marked for the period of the exclusion. When pupils are re-admitted after exclusion, terms of re-entry will be set, and expectations clearly explained to parents and pupils by the Head Teacher. In serious cases a written 'contract' will be drawn up, detailing time limited tasks to be fulfilled and a staged return may be given. Parents and pupils will be encouraged to sign a 'contract' and to agree to support the school with their pupil's behaviour.

10. Success Criteria: How Good Behaviour will be Evident

- There will be a calm and orderly atmosphere in school.
- Pupils will be engaged in their lessons, working individually or co-operating in a group.
- Pupils will speak politely to adults and each other, remembering to say please and thank you.
- We will be respectful listeners.
- Everyone in school will be smartly dressed, in uniform where appropriate.
- We will keep our school tidy and care for the environment indoors and outdoors

11. Monitoring

Playground behaviour is managed and monitored by the staff on duty.

Lunchtime behaviour is monitored by the School Business Manager and the Senior lunchtime supervisor. Issues are dealt with by the supervisors, if possible. If the incident is of a serious nature then the pupils will be sent to the Head teacher/Deputy Head teacher and Assistant Head teacher. This may result in the pupil losing their lunchtime for a fixed period.

Class teachers will monitor pupils if any issues of poor behaviour arise, they will work with the pupil and keep the **Senior Leadership Team** and **parents** informed.