



*'Therefore encourage one another, and build each other up.'*

# Behaviour Policy

Date:	November 2024
Review:	November 2026



## **Introduction**

The purpose of this policy is to provide, staff, governors and parents with clear guidance on principles and practices that create a positive learning environment where positive behaviour is promoted.

At St Cecilia's Church of England Primary School, our values (Gratitude, Kindness, Forgiveness, Truthfulness, Perseverance, Wisdom) and our vision to celebrate everyone's gifts and successes creates the foundation of our behaviour policy with priority given to positive behaviours in order to build each person up.

To achieve this, we have adopted an approach to behaviour that is underpinned by the principles of ***Therapeutic Thinking***.

## **Aims**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

## **Legislation, Statutory Requirements and Statutory Guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- o [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation at school 2018](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- o Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## **Roles and Responsibilities**

### **The Local Governing Body**

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Head of School**

The head of school is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils. Including those with protected characteristics, are being disproportionately impacted by this policy

### **Teachers and Staff**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour (Key Code)
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read the expectations within our home-school agreement (Appendix 4) and expect parents to read them and support them fully.
- Support the actions of staff when implementing this policy.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly in a calm and respectful manner
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Working closely with parents allows us to get to the root cause of the behavior quicker.

### **Pupils**

Pupils will be made aware of the following when they join the school and reminded at regular intervals:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-year arrivals.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information <https://www.st-cecilias.wokingham.sch.uk/assets/Documents/Attachments/Safeguarding-Policy.pdf>

### **Therapeutic Approach**

At St Cecilia's CofE Primary School we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

We will promote a therapeutic approach towards behaviour management and to enable this, it is the responsibility of every adult at our school to seek to know how to promote pro-social behaviours, to know how to manage difficult or dangerous behaviours and to understand what behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

### **Definitions**

Conscious Behaviours – behaviours over which the person has a choice

Subconscious behaviours – behaviours over which the person does not have full control

Pro-social Behaviours – are behaviour that benefit not only the individual but also those that are around them

Unsocial behaviours - Not enjoying or trying to behave sociably in the company of others, but not to the detriment of others.

Anti-social Behaviours – Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress

Equality – Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity - is giving everyone what they need to achieve success.

### **Conscious and subconscious behaviours**

Staff must identify whether an inappropriate behaviour is conscious or subconscious, as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:

- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact in the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:

- Is the behaviour medical or habitual?
- What may be causing anxiety, fear, anger, confusion and/or embarrassment?
- What is stimulating/overwhelming the child?
- Is the behaviour a result of an unmet SEND or mental health need?

### **Promoting Prosocial Behaviour**

We believe that teaching behaviour, rather than imposing and demanding obedience results in more positive behaviour and prepares our children more effectively for future life.

Initially, we do this through having very clear expectations of behaviour which are set out in our St Cecilia's 'Key Code' which link directly to our school values. (Appendix 1).

#### **To Promote Prosocial behaviour staff will:**

- Consistently value the effort and input from children and reward both effort and outcome
- Build positive relationships with each child – listen and show empathy
- Be comforting and forgiving
- use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children
- Role model what positive behaviour looks like and how to 'play nicely'.
- Be consistent with responses to behaviour
- Give positive reinforcement of positive behaviour - through recognition strategies (See below)
- Use positive phrasing and positive body language
- Develop scripts of positive communication
- Give children time and space to reflect on their behaviour
- Use restorative practice. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

#### **Staff will not:**

- Shout or communicate aggressively to any member of the school community, unless there is an imminent risk of danger.

- We will not make anyone in the school community feel undervalued or seek to belittle efforts or approaches
- Use a public method for tracking behaviour - children must not publicly see judgement

**Staff should:**

- Make reasonable adjustments in the spirit of equity over equality and will be open and transparent about our reasons

We have no public methods of tracking behaviour that risk creating negative feelings –

## **Celebration of Prosocial Behaviour**

At St Cecilia's, success is celebrated and individual and collective achievement valued. Children are encouraged to identify their own and others' strengths and to recognise and value diversity as described in our school vision. The achievements of individuals are celebrated in many ways at our school and this happens through:

- giving personalised and specific verbal praise and positive feedback
- Displaying of work
- Sharing work with the school community
- communication with parents/carers to highlight pro-social behaviours.
- celebration and sharing of learning in whole school assembly
- acknowledgement of demonstrating school values during celebration assemblies

### **Verbal praise**

Verbal praise should be explicit and linked directly to effort and pro-social behaviour. The following are some examples of what that could look like.

- I felt proud of you when I heard .....
- I feel really pleased and encouraged that you made the right choice.
- I respect your honesty and thank you.
- I want to thank you for your cooperation. I really appreciate it

### **Celebration assemblies**

Each week pro-social behaviours will be celebrated through the St Cecilia's Values Award. One child per class is awarded a certificate each week and their names put in the school newsletter.

## **Anti-social behaviour**

Teachers will make explicit their high expectations of behaviour by following 'St Cecilia's Key Code' and disruptions will be dealt with appropriately. Children will be made aware of what good behaviour for learning looks like and this will evolve as they progress through the school.

At St Cecilia's we have defined anti-social behaviour within 3 levels.

<b>Level</b>	<b>Description</b>
Level 1	Incidents at this level would include examples such as (not a limited list): <ul style="list-style-type: none"><li>- Infrequent low-level disruption – talking at inappropriate times, off task, calling out, distracting others.</li><li>- Infrequent disruption in corridors or within transitions in class</li><li>- Infrequently not following instructions</li><li>- Infrequently not completing tasks in class through a lack of effort</li><li>- Infrequent poor manners</li><li>- Infrequent use of unkind words towards others</li><li>- Infrequent failure to look after school property</li><li>- Infrequently not telling the truth – not impacting others</li><li>- Infrequent minor physical behaviour not intended to hurt others (pushing out of the way)</li></ul>
Level 2	Incidents at this level would include examples such as (not a limited list): <ul style="list-style-type: none"><li>- Continued and deliberate low-level disruption (see above)</li><li>- Occasional defiance – purposely not following instructions</li><li>- Continued lack of effort – poor attitude</li><li>- Occasional use of unkind words towards others</li><li>- Deliberately damaging school property (drawing on tables/ walls)</li><li>- Infrequent use of inappropriate/ offensive/ language</li><li>- Infrequent physical behaviour – intending to hurt</li><li>- Frequently not telling the truth which impacts others</li><li>- Frequent misuse of technology</li></ul>
Level 3	Incidents at this level would include examples such as (not limited to): <ul style="list-style-type: none"><li>- Significant disruption to learning e.g., whole class/ sustained periods</li><li>- Continued defiance/ refusal to follow adult direction</li><li>- Continued use of offensive language</li><li>- Continued aggressive behaviour towards others</li><li>- Theft</li><li>- Significant damage to school property (Damaging buildings/ windows doors)</li><li>- Any form of bullying</li><li>- Behaviour of a sexual nature (inappropriate touching, comments, Jokes, interfering with clothing)</li><li>- Racist / sexist/ homophobic or discriminatory behaviour</li></ul>

## **Bullying**

Bullying is described as:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against

For more information about bullying, please see our anti-bullying policy.

## Managing Anti-Social behaviour

To manage the behaviours at each level we have created a list of strategies and procedures to support anti-social behaviour. Whilst using these it is also important to remember that staff should use preventative strategies as a first choice and consider the most inclusive approach.

Level	Actions/ Strategies
Level 1	<ol style="list-style-type: none"> <li>1) Generally, these behaviours can be resolved using day to day strategies implemented by class teacher e.g 'the look', quiet warnings, praising others.</li> <li>2) Assess whether the behaviour is conscious or subconscious</li> <li>3) Verbal reminder of expectations highlighting the impact the behaviour is having on themselves and others. This could include tips on how they could change behaviour e.g. 'Maybe you could try.....'</li> <li>4) Discouraging techniques (Limited choice, positive phrasing, disempowering behaviour)</li> <li>5) Positive reinforcement of positive behaviour changes</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1) These behaviours are those that would require addition behaviour strategies.</li> <li>2) Assess whether the behaviour is conscious or subconscious</li> <li>3) Follow the supportive approach for anti-social behaviour- positive phrasing, limiting choice, disempowering of behaviours and use of de-escalation script.</li> <li>4) Reflection time with class teacher – completion of reflection form (Educational consequence) including Restorative discussion</li> <li>5) Positive reinforcement of positive behaviour</li> <li>6) Reflection sheet stored in class behaviour folder and logged on behaviour system (CPOMS)</li> <li>7) Informal meeting with parents e.g. catch up on the playground after school</li> <li>8) Consideration of implementing a proactive set of targets to improve behaviour and a review of provision in place</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>1) Assess whether the behaviour is conscious or subconscious</li> <li>2) Follow the supportive approach for anti-social behaviour- positive phrasing, limiting choice, disempowering of behaviours and use of de-escalation script</li> <li>3) Encourage child to safe space</li> <li>4) Incident investigated where all parties are listened to and have an opportunity to speak</li> <li>5) Discussion about consequences (Protective/ Educational)</li> <li>6) Possible alternative provision within school</li> <li>7) Therapeutic plan implemented</li> <li>8) Incident recorded on CPOMS</li> <li>9) SENDCO Intervention/ assessment</li> <li>10) Early help assessment and DSL intervention if appropriate</li> <li>11) Formal meeting with parents</li> <li>12) Internal Exclusion</li> <li>13) Suspension</li> <li>14) External exclusion</li> </ol>
<b>Suspension or Exclusion will be the last resort</b>	



## **Discouraging techniques**

To support children who are displaying anti-social behaviours the following can be used to discourage these behaviours:

Positive phrasing e.g.

- “Stand next to me please”
- “Put the toy on the table please”
- “Please walk beside me”

Limited choice e.g.

- “Put the pen on the table or in the box please”
- “When we are inside, Lego or drawing?”
- “Talk to me here or in the courtyard”

Disempowering the behaviour e.g.

- “You can listen from there”
- “Come and find me when you come back”
- “Come down in your own time”

## **Reflection Time**

Where pupils choose not to make pro-social choices despite adult guidance, pupils will need to attend ‘Lunchtime Reflection’ and complete a Reflection form (Appendix 2). If children cannot complete this themselves then the teacher records and reads back what has been written. This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes.

This process will be supported by staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future. Lunchtime reflection is designed to be restorative and educational, thereby allowing the pupils to start internalising pro-social behaviours. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

## **Restorative Discussion**

This forms part of the reflection time process. Restorative Practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. This approach aims to restore relationships following anti-social behaviour and very much aligns with our value of forgiveness.

## **Use of a de-escalation script**

Below is a script that all staff use to de-escalate a scenario.

- Use the person’s name – “David”
- Acknowledge their right to their feelings – “I can see something is wrong”
- Tell them you are there – “I am here for you”
- Offer help – “Talk to me and I will listen”
- Offer a “get-out” (positive phrasing) – “Come with me and...”

## **Protective and educational consequences**

Protective consequences involve the removal of a freedom to manage harm. This could include:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Exclusion

Educational consequences is the learning, rehearsing or teaching so the freedom can be returned. This could include:

- Completing reflection forms
- Rehearsing and practicing situations that cause anti-social behaviour
- Learning to repair relationships.
- Research the real-world implications of similar behaviours
- Conversation and exploration

## **Therapeutic Plan**

Plan document (Appendix 3)

When other measures have not been successful, we implement a Therapeutic plan. This plan is bespoke to the child and documents strategies that work well in preventing and de-escalating behaviours.

This plan looks at the following:

- Risk reduction measures and differentiation measures
- Pro-social behaviours and they should be responded to
- Anxiety and difficult behaviours and how they should be responded to
- Dangerous behaviours and how they should be responded to
- Debrief strategies

It is important that this plan is built alongside the teacher, parent/ carer and the young person so that it is collaborative and everyone is clear about their role in the plan.

## **Recording and reporting behaviour**

Only incidents resulting in the completion of a reflection sheet should be recorded in the behaviour log. It is important to record the type of behaviour, what happened, who was affected, and the outcome from this.

**Bullying:** All incidents of bullying must be reported to the Head of School. The Head of School will regularly report incidents to the Local Governing Body and other bodies as appropriate.

**Racial, sexual or homophobic abuse or harassment:** All incidents of harassment must be reported to the Head of School. The Head of School will regularly report incidents to the Local Governing Body and other bodies as appropriate.

**Incidents of a sexual nature:** All incidents are reported to the Head of School and if appropriate DSL/DDSL and recorded. Behaviour records are kept.

Senior leaders will then analyse the data generated and implement plans to improve this. Logging the behaviour also allows the school to monitor the behaviour of individuals and analyse the typical behaviours that are being shown. Using this information, class teachers can put individual behaviour strategies in place e.g., reward chart, time out station.

### **Behaviour off site**

At St Cecilia's we expect that all pupils will behave in an exemplary manner when on educational visits and sporting events. Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform (if any) in a public place. Parents will be informed of incidents of anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

Sanctions may apply to a pupil off site if they their behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

### **Behaviour Online**

The school will challenge and address any online behaviour which:

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

### **Responding to the behaviour of pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Some of these preventative measures include:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments
- Safe spaces for regulation

### **Adapting Management Strategies for children with SEND**

When considering the management strategies for a pupil with SEND we will take in to account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

## **Sexual harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our safeguarding policy for more information.

## **Reasonable Force**

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. See Appendix 5 'Use of Reasonable Force'.

## **Searching, screening and confiscation**

Please see Appendix 6

## **Staff training**

Each year, as part of the annual safeguarding refresher training, the school will revisit the expectations of the behaviour policy and the staff's roles within that. There will be ongoing monitoring of the implementation of this policy and when necessary support/ guidance will be given.

As part of the induction programme for new staff members, there will be thorough training on the behaviour policy so that new adults know the expectations and how to maintain a consistent approach.

## **Monitoring Behaviour**

The school will collect data based on the number of incidents that have occurred and the type of behaviour that has occurred.

This data will be analysed on a termly basis and will be from a range of perspectives including:

- Year group comparisons
- By characteristic group including protected characteristic groups (Perpetrator and Victim)
- By time of day/ day of week

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring of Policy**

The monitoring of this policy and its implementation will be done by the Head of School and SLT members on an ongoing basis. The Head of School will report to the Governing body on a regular basis about the behaviour in the school and the implementation of this policy.

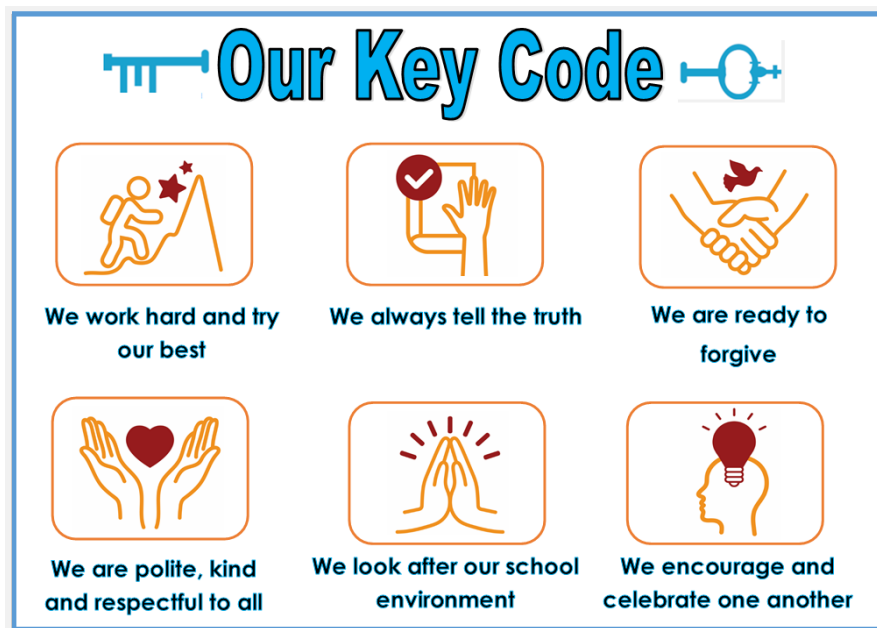
The views of both pupils and staff will be taken in to consideration when making any adjustments to this policy.

### **Link with other Policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy

## Appendix 1 – School's Key Code



## Appendix 2 – Reflection sheet

### Reflection Time Form

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Which of our school rules did you choose not follow?

	We work hard and try our best.			We are ready to forgive	
	We are kind, polite and respectful to all			We look after our school environment	
	We always tell the truth			We encourage and celebrate one another	

What did you do when you did not follow our Key Code?

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Who has been affected by your actions?

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How did your actions impact on them?

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How do you think you can make the situation better?

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What choices are you going to make so this doesn't happen again?

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Please sign your name below to show that you are committed to making better choices and following our Key Code.

Sign here: \_\_\_\_\_ Date: \_\_\_\_\_

We understand that taking responsibility for your choices and then reflecting on them can be a difficult thing to do. We are so proud that you have managed to do this and look forward to seeing you move forward positively by making the right choices and following our Key Code.

Teacher comments:



Therapeutic 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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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

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

Signature of Parent / Carer..... Date .....

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

## Appendix 4 – Home - School Agreement

### Home-School Agreement

#### **At St Cecilia's CofE Primary School, we will:**

- Encourage all children to always do their best.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Inform parents about the topics being covered and the learning taking place each term and give adequate notice of other relevant school matters.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
- Expect all children to follow the St Cecilia's Key Code.
- Provide a safe, happy and stimulating environment based on Christian values where every child can achieve their full potential.
- Celebrate your child's academic and personal achievements.
- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.

Head of School Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### **As a Parent/ Carer I will:**

- Ensure my child comes to school regularly, on time and properly equipped.
- Inform the school about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Attend parents' evenings throughout the year.
- Provide a safe, secure and happy environment at home for my child, acknowledging that my child learns at home.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with the school.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Treat staff with respect and courtesy.
- Ensure all home learning is completed and returned to school on time.

Parent/ Carer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### **As a pupil of St Cecilia's CofE Primary School, I will:**

- Follow the St Cecilia's Key Code.
- Be kind, friendly and respectful to everyone in school.
- Accept responsibility for the things that I do.
- Work hard and always do my best and ask for help if I need it.
- Take good care of the building, equipment and school grounds.
- Make good choices so that I behave in a safe way and help others.
- Tell a member of staff if I am worried or unhappy.
- To always be honest.
- Be ready to forgive others.
- Represent the school in the community in a positive way.

Pupil Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix 5**

### **Use of reasonable force**

#### **Introduction**

This policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the Department for Education (DfE). DfE guidance states that schools should not have a 'no contact' policy as such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm either to themselves, other pupils or adults or property.

The DfE produced an advisory document called 'Guidance for Safer Working Practice for adults who work with children and young people'. The document was updated in May 2019 by the Safer Recruitment Consortium. The Keys Academy Trust (TKAT) Staff Code of Conduct references this guidance which includes information on dealing with Behaviour Management and The Use of Control and Physical Intervention. DfE guidance 'Use of Reasonable Force' has informed the content of this policy.

TKAT strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Schools do not require parental consent to use force on a student.

This power extends to times when staff (or other adults see 1.3) are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where staff use the power to apply physical intervention or force will be recorded. The SLT will involve the Designated Safeguarding Lead (DSL) in the review of review all such incidents to determine whether any safeguarding concerns have arisen.

A record will not be made unless directed where pupils are held to help them to calm or reassure them, or where touching a pupil might be proper or necessary. The following examples are not exhaustive but may include:

- Holding the hand of the child when moving around the school or when on visits or in other settings
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;

- To give first aid.

Where directed, the Individual Behaviour Plan and/or Pastoral Support Plan will be reviewed and updated.

Schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND). The school SENCO will ensure the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support.

TKAT will ensure that staff training is available to meet identified needs. All staff expected to use physical intervention must receive accredited training (e.g., Team Teach) including de-escalation techniques, with regular refreshers. Schools must take responsibility to ensure that appropriate staff attend training and a register is maintained including dates of training and expiry dates to ensure compliance with refresher updates.

### **Definition of reasonable force**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **When can reasonable force be used?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the judgement of the adult concerned and should always depend on the individual circumstances.

Adults can use reasonable force to:

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

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

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm - see Searching, Screening and Confiscation policy.

This list is not exhaustive but provides some examples of situations where reasonable force can be used.

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

## Physical Interventions - Definitions

<b>Restraint</b>
The reasonable use of minimum force required to overpower a child or young person with the intention of <b>preventing</b> them harming themselves, others or causing serious damage to property (and within education settings preventing behaviour prejudicial to good order).
<b>Holding</b>
To assert authoritatively. Action taken to <b>discourage</b> a child or young person from causing harm, damage or disruption but which of itself would not prevent such harm, damage or disruption.
<b>Escorting</b>
Accompanying a child or young person for protection or guidance. Escorting may include physical touch.
<b>Breakaway</b>
The reasonable use of minimum force required to disengage from dangerous or potentially harmful physical contact with a child or young person.
<b>Reasonable force</b>
There is no legal definition of 'reasonable'. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

The following restraint techniques have been identified as presenting an unacceptable risk when used on children and **must not** be used. These techniques also pose risks including positional asphyxia, which is strictly prohibited:

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

## 1.4 Prevention

Children or young people who are constantly in conflict with themselves or others are less able to access learning and develop their potential. Children and young people with difficult or challenging behaviour should be helped to manage themselves in ways that enables them to learn and develop. In order to do this a stepped approach to the prevention of confrontative and challenging behaviour will be adopted including:

- Ensuring the best possible match between the child or young person's needs and the staff's ability to meet those needs.

- Developing an ethos in which there is the expectation that children and young people will be well behaved. It is believed that children and young people develop and learn self-control better through reward and positive responses to acceptable behaviour rather than disapproval and imposition of sanctions when they behave badly. A major factor in creating an environment, which is generally well ordered, is the quality of the relationships between staff and children/young people. Staff and carers will work to develop relationships with children and young people based on mutual trust and respect and will use these to communicate expectations regarding acceptable behaviour.
- It is recognised that staff and carers need to feel safe in order to carry out their duties and the school will ensure that they receive the necessary training and support to enable them to do so. It is not acceptable for staff or carers to become the victims of verbal or physical abuse from children/young people and their parents, and all options will be explored to prevent this from happening.
- Adopting a non-confrontative, pragmatic and problem-solving approach to signs of mounting anger in children and young people. When children/young people begin to lose control staff and carers will explain clearly what is expected and will tell and show the child or young person how to behave in an acceptable manner. In these circumstances staff and carers will demonstrate to children and young people unconditional positive regard (while clearly identifying their behaviour as unacceptable) and keep in mind throughout that the purpose of intervention is to enable the child or young person to learn self-control.
- Intervening early when there are signs of increased aggression and employing techniques of defusion and de-escalation to calm and distract young people to enable them to regain self-control. This includes for additional adult support to be summoned prior to any physical intervention to provide witnesses/support. The best prevention is based on a full and proper understanding of a child or young person's needs. The better the child or young person's needs are understood and met, then the less the likelihood of confrontation. Where children and young people are known to have challenging behaviours then a proper risk assessment followed by shared planning is the basis for appropriate management.
- Involving both professionals and parents/carers in developing a behaviour management strategy within the child's care plan / pastoral support plan and /or behaviour management plan for those who have enduring self-management difficulties. The strategy will include agreement on reasonable expectations in relation to the child or young person's behaviour and on the strategies to be adopted to manage future difficulties. They will also indicate what rewards are available for improved behaviour and what sanctions will be imposed for further incidents of unacceptable behaviour.
- Resorting to the use of physical interventions, including restraint, as a last resort. The use of restraint is an act of care intended to provide external control to a child or young person who has temporarily lost self-control. It is important to take the use of restraint extremely seriously and to ensure that an opportunity is offered to the child/young person to reflect on their experiences, and that staff involved will be debriefed after a restraint in order to promote learning and to reduce the likelihood of future incidents.
- There is a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through to a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

### **1.5 Risk Assessment**

In any school there will be a small minority of children whose behaviour in some circumstances may need to be managed by the use of planned physical intervention.

Where this behaviour has the potential to cause harm, injury or serious damage, early identification and appropriate intervention through a planned risk assessment is necessary in order to minimise potential difficulties and ensure the safety of all involved.

The risk assessment should not only focus on the potential for aggressive / challenging behaviour but for those children and young people who are deemed to be vulnerable through emotional and traumatic experiences. The risk assessment should result in an appropriate plan which identifies the steps and support necessary to be put into place.

See Risk Assessment proforma (Form A)

### **1.6 Partnership**

Experience shows that the best outcomes for children and young people who have enduring problems with challenging behaviours are achieved through staff, parents/carers and other professionals working in partnership. Partnership will be best promoted through the following means:

- Involving parents/carers by keeping them informed of concerns about their children/young person's difficult/challenging behaviour.
- Planning, agreeing and regularly reviewing with parents/carers strategies (including any sanctions) to deter inappropriate behaviour and encourage the development of more appropriate behaviour.
- Working with parents/carers and other professionals (for e.g. Education Welfare Officers, Clinical or Educational Psychologist, Social Workers, Health Professionals, Voluntary Carers, Outreach Workers etc.) may be involved with the child or young person to develop a fuller understanding of their needs and for these to be reflected in their care plan and/or personal support plan.
- Working collaboratively with the council to promote staff and carers' safety and ensure best outcomes for children and young people.

### **1.7 Recording and Monitoring**

Our school will keep a separate, detailed, written record of every incident of restraint (see Form B).

The designated senior member of staff will read every report and will address any issues which arise. Other interventions involving the use of physical interventions will also be recorded.

Schools are required to keep written records of restraint for 75 years after the date of birth of the child. To ensure that records are kept a Bound and Numbered book should be used to record all incidents of restraint ([TeamTeach Portal \(coreprint.net\)](https://www.teamteach.com/coreprint)). This can be used in conjunction with Form B which schools will use to keep their electronic records up to date (CPOMS). These books should be kept in a safe and secure location. All records will be regularly reviewed by the designated senior member of staff to monitor the use of physical interventions generally and identify any issues or trends (whether particular children/young people or staff/carers are more frequently involved in incidents or whether particular situations trigger incidents, etc.) and consider whether any action is necessary.

Parents/carers should be informed 'as soon as is practicable' when significant force has been used on their child. While parental consent is not required to use reasonable force, timely communication following incidents is essential. Parents should be told:

- When and where the incident took place
- Which members of staff were directly involved
- The strategies used to try to avoid having to use force
- What force was used



- Whether there were any injuries
- What follow up actions (support and/or disciplinary) was being taken in relation to their child

### **1.8 Complaints**

When children or young people are seriously out of control physical intervention may be unavoidable and may result inadvertently in the child being harmed/injured. In these circumstances it is the behaviour of the child or young person which determines the degree of force required to bring them under control which may lead to injury, rather than the intention of the member of staff or carer to cause harm.

If a child or young person is harmed in the course of a physical intervention and he/she or his or her parents wish to make a complaint then this will be taken seriously and investigated thoroughly in line with the Child Protection (Allegations Against Staff) Procedures.

Under no circumstances whatsoever should a parent take direct physical action against a member of staff or carer. If this should happen, staff within schools or establishments would be supported in the action they may wish to take in terms of legal redress in respect of the parent.

In this difficult area it is important to balance up the primary consideration, which is the safety and welfare of children and young people, with the principles of natural justice in relation to the member of staff or carer concerned. As a general rule, genuine attempts to use approved methods of physical intervention in appropriate circumstances would not attract a disciplinary response (even if the child or young person is harmed) – though such circumstances may indicate a training need.

FORM A:

**RISK ASSESSMENT PROFORMA FOR ASSESSING AND MANAGING  
FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING  
BEHAVIOURS**

**ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO  
PRESENT CHALLENGING BEHAVIOURS**

Name of child: .....

Class group: .....

Name of teacher:.....

<b>IDENTIFICATION OF RISK</b>	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is (or could be) affected by the risk.	

<b>ASSESSMENT OF RISK</b>	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by: .....

Signature:..... Date:.....

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by: .....

Relationship to child: .....

Date: .....

COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Plans and strategies shared with:	Communication method	Date actioned

STAFF TRAINING ISSUES		
Identified training needs	Training provided to meet needs	Date training completed

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

**ACTIONS FOR THE FUTURE**

Plans and strategies evaluated by: .....

Relationship to child: .....

Date: .....

FORM B

## Record of Restraint

Pupil's name: .....

Year Group: .....

Date/time/location of incident: .....

.....

Reason for the use of restraint (evidence of harm, damage, disruption):

.....

.....

Details of events leading to restraint: .....

.....

.....

De-escalation techniques used prior to restraint (tick as appropriate):

Verbal advice/support	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Calming	<input type="checkbox"/>	Re-direction	<input type="checkbox"/>
Distracting	<input type="checkbox"/>	Humour	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Options offered	<input type="checkbox"/>
Increase personal space	<input type="checkbox"/>	Instructions	<input type="checkbox"/>
Use of body language	<input type="checkbox"/>	Warnings	<input type="checkbox"/>

Other (specify): .....

.....

Details of restraint (who was involved, what techniques were used):

.....

.....

.....

Duration of any measure of restraint:

.....

.....

Witnesses to the incident

:

Staff: .....

Pupils: .....

Other: .....

Details of any damage or injuries to pupil concerned/other pupils/staff/others:

Was medical treatment necessary? Y/N

Details: .....

.....

.....

Was an Accident Report and/or Incident Report required? Y/N

Was this intervention part of an agreed Behaviour Management Plan (BMP)? Y/N

Does the existing BMP need amendment? Y/N

Is a BMP now required for this pupil? Y/N

Action taken following the incident

(including pupil's response and whether a debriefing interview with the staff member using the restraint has occurred):

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## NOTIFICATION

Identify all who have been informed and when:

	Y/N	Date/Time
Headteacher/designated person		
Parents/Carers		
Other professionals (specify)		
Police		

Comments of child/young person: (ideally within 24 hours and no longer than 5 days following the restraint)

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Signature of Report Compiler

.....

Date.....

Signature of others involved

.....

Date.....

Signature of child/young person

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Date.....

Headteacher/Designated Person's comments:

.....

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Was the person using the restraint authorised?

YES/NO

Was the person using the restraint trained?

YES/NO

.....

Date.....

Signature