

THE GLEBE PRIMARY
SCHOOL

Behaviour Management Policy



THE GLEBE PRIMARY SCHOOL
Gateway to Learning where Every Body Excels
BEHAVIOUR MANAGEMENT POLICY

RRSA Articles

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Mission Statement

The Glebe School is a happy and caring community where everyone is valued.

We offer a welcoming and stimulating environment where all learners achieve success through challenge and an education tailored to their needs.

We encourage all our children to develop a love for learning and we equip our children for their life choices in an ever changing world.

INTRODUCTION

To support the school's stated mission, and in line with our R.R.S.A values, it is essential that our pupils have high self-esteem and their behaviour and attitudes are conducive to the school's environment and aims. This will allow our pupils to realise and achieve their individual potential. This policy outlines the purpose, nature and management of behaviour management at The Glebe Primary School.

This policy reflects the consensus of opinion of the School Staff. It has been drawn up as a result of School Staff consultation and has the full agreement of the governing body.

The implementation of this policy is the responsibility of the Head teacher and all staff.

AIMS

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- **To encourage good behaviour by providing a range of rewards for children of all ages and abilities.**
- To treat problems when they occur in a caring, supportive and appropriate manner in order to achieve an improvement in behaviour and developing a behaviour plan if necessary.

- For children to further develop their self esteem.
- For children to manage feelings and emotions appropriately.
- For children to experience success.

CORE VALUES

The following key values should be actively promoted in order to achieve the stated aims.

Respect

- For themselves, other pupils, adults and property.
- Everybody should remember that respect is earned and not given by right.
- We should all be polite, to remember good manners.
- Children should be encouraged to take pride in politeness and good behaviour.

Trust

- To be trusted and to develop confidence in trusting others.

Tolerance

- Tolerance for those different from ourselves.

Truth

- To develop honesty towards ourselves and others.

Care

- Care for the working environment and property.
- Care for the broader environment.
- Care for people.
- Care to avoid accidents.

Responsibility

- The children should be encouraged to accept more responsibility as they get older.

Consideration should be shown in the following ways:

- Children should be taught to be considerate for others and their property.
- Children should be shown to realise that all actions have consequences - good or bad.
- In the way that children move around school, always walking.
- Through not exceeding acceptable noise levels.
- In the way groups of children line up and enter the building or move around school
- For others at playtimes, everyone has the right to play their own games in their own space with whoever they wish to play with, without the risk of interference. (RRSA Article 31)
- All members of the school community should show consideration to each other.

SCHOOL UNIFORM

Children are encouraged to wear our school uniform. This consists of a red sweat shirt, jumper or cardigan, white or red polo shirt and grey or black trousers or skirt. Children need to change for PE into white T-shirt, blue or black shorts and plimsolls or **non-marking trainers**. (Further details can be found in our school prospectus.) Jewellery must be removed during PE lessons for health and safety reasons **(including earrings)**. Newly pierced ears may have the studs covered by plasters if pierced in term time.

SCHOOL RULES

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. To achieve the expectations of behaviour set out in our code of conduct we have 6 "Golden Rules" for all areas of the school including lunchtimes and playtimes:

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to people
- We are honest

These golden rules are displayed in all areas of the school and attention should be drawn to them frequently. School assemblies will refer to the Golden Rules regularly.

INCENTIVE SCHEME

The central aim of this policy is to build self-esteem in our children and staff through encouraging all members of our school community to practice good behaviour by operating a system of praise and reward. This is for all children, but we appreciate that this approach may not address the needs of a minority of pupils. In such cases the individual needs of the child will be discussed with the class teacher, team leader, SENCo, Deputy Head Teacher and Head Teacher and appropriate action taken.

Our incentive scheme offers positive and tangible rewards through which children are recognised for social and academic achievements and this is regularly communicated to children and their parents. Care must be taken that social values such as kindness and politeness are given equal weight.

Positive gestures to recognise appropriate behaviour include:

- Verbal praise
- Proximity praise
- Non-verbal gestures
- Stickers for good attitude
- Peer group approval
- Sent with work to the Head Teacher/Deputy Head Teacher for entry into the Red Book
- Certificates
- Congratulatory stationery - notes sent home to parents
- Team points and RRSA points
- Golden Time

HOUSES

Children in school are organised into 4 houses with siblings in the same team.

TEAM	COLOUR
Barford	Red
Fife	Yellow
Ashton	Blue
Kinderton	Green

Each team has one Team Captain rotated regularly. A Year 6 team captain will receive the house cup in the celebration assembly. Team points are awarded by staff for a wide range of social and academic reasons, including effort, behaviour and achievement. Team points are collected in each class in Team Point Boxes. Each Friday afternoon the Team Captains collect points and total them up. The house with most team points will receive 4 points, then 3 points, then 2, then 1. The winning house will be announced during celebration assemblies, and Team Cup awarded weekly.

Weekly totals of points are displayed on a celebration board in the school hall and around the school.

Individual Class Teacher Awards celebrating achievements will be awarded weekly throughout the year for specific reasons. It is hoped that all children will be awarded a certificate at least once a year, but it should be recognised that to maintain fairness and value some children may not receive a certificate. Children are encouraged to share their achievements in school in Celebration Assemblies each Friday. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their behaviour and quality of their work.

GOOD TO BE GREEN BEHAVIOUR SYSTEM.

- A simple and effective way to encourage good behaviour
- A consistent, fair approach to discipline throughout the class/school
- Easy for pupils to understand
- An immediate and straightforward tool to help supply teachers maintain discipline
- Simple to operate and maintain, flexible and can be adapted to the needs of a school or class

Behaviour System Rules

- Every child starts the day on a green card.
- If a child breaks a Golden Rule, and their behaviour is not instantly serious, they are given a verbal warning.
- If the child continues to break a Golden Rule they are given a yellow warning card. The child must leave their place (if appropriate) to physically move their card from green to yellow.
- Some behaviour may result in a yellow warning card straight away.
- Any work not completed in school time due to poor behaviour can be sent home for completion.
- Behaving correctly will mean the yellow card can be redeemed and turned back to green. Again, it is important that the child moves the card themselves and the correct behaviour is praised.
- Choosing to continue with inappropriate behaviour will result in a red consequence card.

- If a child has been given a yellow card by one adult and then another adult observes behaviour that results in a yellow card too, then the child has not redeemed their behaviour in order to go back to green, but has committed two yellow card incidents which equals a red card.
- A child should only be given a red card straight away for very serious behaviour.

Consequences for a Yellow or Red Card

- If a child has been given a yellow card then they will lose 5 minutes of Golden Time. If a child has been given a red card then they will lose 10 minutes of Golden Time. In Key Stage 2, missed Golden Time allows children the opportunity to complete a Think Sheet. This enables children to reflect on their behaviour and what they can do to improve it.
- If needed, a child can be sent to the Team Leader or SLT member for Time Out to explain their behaviour and will be given an appropriate 'activity' e.g. finishing off homework that was not handed in on time, completing a reflection sheet or writing a letter of apology. The 'activity' will be at the discretion of the Head Teacher or SLT and will need to match the reason the red card was issued. A record of those children will be kept.
- If the child receives a red card three times in a half term then Parents/Carers will be contacted.

Children who have never had a yellow or red card are to be rewarded at the end of each half term with a certificate

GOLDEN TIME

Golden Time is a regular slot of time each week, during which pupils can choose a "special" educational activity. This privilege time is seen as a reward for all children who uphold the Golden Rules. Loss of this privilege time can be used as sanction. The benefits of Golden Time are:

- It upholds the Golden Rules
- It demonstrates to children that there are consequences for unacceptable behaviours
- It ensures that children who regularly follow the Golden Rules are continually acknowledged and rewarded
- It encourages all children and staff to enjoy a relaxed, stress-free time together

Guidance on how to create a meaningful Golden Time is included in Appendix 1.

SANCTIONS

Sadly, there will be times when children do not respond to positive rewards and behave inappropriately. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. (RRSA Article 28)

It is always better to pre-empt a situation where a child behaves inappropriately than to respond to their poor behaviour. This helps to maintain a positive environment and avoid confrontations. This can be done using a range of de-escalation strategies. If these strategies do not work then teachers follow the Good to be Green behaviour system.

Each team have additional incentives for the children.

In Key Stage 1, the children all begin each day on the sunshine (green card). This means that every day is a fresh start. The children will receive a verbal warning if they are not following the school rules. If the behaviour persists, the children will be moved on to the white cloud. Continued behaviours will result in being moved to the grey cloud which is a yellow card. The next step would be to move onto a second grey cloud, then a final grey cloud - red card - should the behaviour persist.

There are 3 clouds before the children reach red card, however if the behaviour is extreme, children can be moved straight from yellow to red.

The cloud system still corresponds with golden time, as yellow and red cards are noted and time is deducted based on this at the end of the week. (-5 mins per yellow card) Children also have the option to move down onto the rainbow and then the pot of gold for particularly positive behaviours. If they are on the Pot of Gold at the end of the day, the child's name goes into a raffle basket to be drawn at the end of each half term. ('Dip in the Box'.)

Rectifying behaviour: An improvement in behaviour will mean the yellow card can be redeemed and moved back to previous cloud, or even to the sun. It is important that the child moves the card themselves and the correct behaviour is praised.

EYFS have a simpler cloud system. Each child starts on the sun. They are given a reminder and if their inappropriate behaviour continues the child is moved onto the first cloud. If the incident is repeated, the child is moved onto the black cloud and receive a three minute timeout. Children who are behaving well are moved onto the rainbow and then the Pot of Gold. Children on the Pot of Gold have the same rewards as the rainbow children but they also receive a certificate to take home.

Some individual children may have an individual behaviour chart, and there may be a range of incentives used to promote behaviour for learning.

Responsibilities of Class Teachers

- Children who have received red cards during the week will be recorded on a behaviour sheet and kept by the teacher.
- If class work is not completed, and the class teacher sees fit for the child to complete the work during a break or lunch time, the class teacher will supervise.
- If a child earns 3 red cards, the teacher will contact the parent to discuss. If red cards have still been issued to the child after meeting with the parent, the teacher needs to inform the Head, Deputy or SLT who will then contact the parents.

All adults in school will follow this behaviour system. High standards of behaviour are promoted when consistency is maintained, and the children know that the Golden Rules apply throughout the school and will be implemented by all adults.

Time Out

Time-out is used to allow children time to reflect on their actions and is not a further punishment. Work should be sent with the child. Teachers may need to contact parents on the day of a 'time-out' to inform them of the reasons the 'time out' was given. Occasionally, some behaviours may result in a child needing to miss some of their play or lunchtime. This detention should be supervised within staff teams. If these systems fail to support the child in their behaviour an individual behaviour plan may be considered in consultation with the school SENDco and parents.

The Team Leader should be aware of any child receiving a 'time-out' in another classroom. The Team Leader will monitor these occurrences looking for patterns and act accordingly. Unacceptable behaviour may result in the child having to miss some or all of a class treat. In some cases, the child will not be able to represent the school at out of school activities or attend after school clubs. If there is no improvement in behaviour the school's exclusion policy may come into operation.

Patterns of behaviour likely to lead to exclusion from school include:

Disruption of lessons

Violence

Bullying

Refusal to follow instructions

Insolence

Obscene behaviour

Foul or abusive language

Theft

Vandalism

Incidents involving drugs

NB A very serious incident will result in the School's Exclusion Policy being brought into operation immediately.

Special Needs

Children who are placed on the special needs register for behavioural difficulties will follow an individual programme of support. The system stated above will need to be altered for these children in order to cater for their particular needs.

Positive Reinforcement of Good Behaviour.

- Children who have never had a yellow or red card are to be rewarded at the end of each half term with a certificate.
- If a child keeps their card green all week, they are rewarded with their full allocation of Golden Time.
- A range of awards are presented each week in Friday's Celebration Assembly

Friday Celebration Assembly should be a school highlight, good-natured and fun consisting of:
Individual pupil Special Award (1 per each class)
Team Captains awards
Best Attendance award
Celebration of talents
Team points trophy
Star Pupil (Best Piece of work)

An RRSA Assembly is held each term to celebrate the RRSA work done in school.

Graduations

We complete '50 things to do at the Glebe Primary School' throughout each phase in school. At the end of Reception, Year 2, Year 4 and Year 6, we have graduations. Children complete a set number of tasks and are awarded a certificate at a 'cap and gown' event.

Year 6 Prize Giving Assembly

At the end of Year 6 there is a 'prize giving' event.

- All children receive a certificate for completing their educational journey at the Glebe Primary School. This is in addition to the other ways that the Year 6 teachers celebrate and mark the transition from Primary to Secondary School, including class treats and organised events.

To celebrate excellence, we also award certificates, and a prize, for:

- Best attainment. A boy and a girl who have scored the highest marks on the external SATs papers.
- Best achievement. A boy and a girl who have made the most progress in school, either during year 6 or across a key phase
- Adversity. This cup was presented to the school about 20 years ago, after a child who attended the school, sadly passed away. This prize is awarded to a child in any year group, who has overcome adversity.
- Talent. All of our children are talented. We choose a Y6 child who has achieved with a particular talent, either in school or externally.
- RRSA. This prize is awarded to a child in any year group, who especially demonstrates the behaviour and values in line with the schools Rights Respecting ethos.
- PE. A child is chosen who has excelled at PE or a particular sport either at school or externally, such as at county events.
- Science, Computing, English and Mathematics. Prizes are awarded by subject leaders for a variety of reasons such as progress throughout school, effort, excellence in understanding or talent. Subject leaders complete lesson observations, work book scrutiny and discuss with the Year 6 teachers, so that children are chosen who excel in these fields.

We invite the parents of children receiving an award to this Prize Giving assembly, to celebrate their child's achievement.

LUNCHTIME SUPERVISION AND DINNER STAFF.

Lunchtime supervisors have stickers to reward children displaying good behaviour and attitudes. In addition, lunchtime supervisors choose the children for Top Table based on good behaviour at lunchtimes.

They also issue good to be green raffle tickets and a winning child from each Key Stage is drawn during celebration assembly, a small prize is then given. Children whose behaviour is more severe at lunchtime may be placed on report. Children on report will be dealt with by the teacher named as contact for that day. If a child receives three on report incidents their out of school activities such as school trip may need to be withdrawn. Unacceptable behaviour at lunchtime is recorded and reported to the class teacher. Very serious incidents will be reported to a member of the Senior Leadership team.

BEHAVIOUR PLANS.

When a child is experiencing difficulties with behaviour it may be appropriate to support the child with a Behaviour Plan or Home/School Contact Book. This rewards the child for good behaviour at regular intervals throughout the day and also serves to help staff detect a pattern in the child's behaviour. Behaviour Plans may be introduced at any stage when it becomes apparent that a child may regularly lose their Golden Time, or they receive frequent Time-Outs. The behaviour target is discussed with the child and written in the contact book, together with the number of sessions in the day to be achieved, this may take the form of a sticker chart or list. If a child achieves their target they receive a reward. Parents must be informed about what is happening in order to seek their support and co-operation in dealing with the problem. Parents will be asked to negotiate a reward with their child for achieving their target. A copy of the agreed targets will go home in the book to be looked at daily and reviewed at the end of each week, to help parents monitor progress.

It is the class teacher's responsibility to ensure the targets are prepared for the child at the beginning of the week and that it is filled in during the day.

Home School Contracts

The school will issue a Home School contract which sets out standards of behaviour.

The school, pupils and parents will be required to sign the contract.

Anti - bullying measures

The school will not tolerate bullies. Within school the children have access to worry boxes

They can also use private writing books to report any worries to the teacher about bullying. Teaching Assistants and Teachers investigate any bullying incident and sanctions will be put in place. If there is an official complaint about bullying all the documentation will be completed and the parents of all children involved will be informed about the investigation and the outcomes. Children in Y4, 5 and 6 have access to the worry washer on the website. This can be accessed at home or in school. A member of the staff would then speak to the child. The child's class teacher will inform the deputy head/head teacher, when needed.

PARENTS

To ensure that the Home Contact Book is most effective we need to work closely with parents. We will inform parents of our actions and seek their support and advice as necessary, equally we welcome parents discussing their children's behaviour out of school and will offer our support and advice as necessary. An information and advice sheet may be used to support discussion between staff and parents. (Appendix 3)

POLICY REVIEW

This policy has been revised in October 2021. Next review October 2023.

THE GLEBE PRIMARY SCHOOL

POLICY FOR BEHAVIOUR MANAGEMENT

APPENDIX 1

GOLDEN TIME- How to create a Privilege-Time

Initially, the teacher sits with the children and draws up a list of activities which they suggest

Typical examples of these are:-

- Additional PE
- Outside playtime weather permitting
- Construction
- Art
- Reading with older children
- Bringing in my own educational game to play with a friend.
- Using a game from the class privilege box. This box can contain educational games activity books or special reading books which can only be used during Privilege Time. These boxes can rotate, on a half-termly basis between classes.
- Using the computer.
- The activities are written onto a large chart each week ahead of the actual Privilege Time the children sign their names up for the desired activity
- Certain activities such as using the computer or helping younger children are very popular and will need to be allocated on a rota system.
- Key Stage 1 teachers often prefer to give their children a more regular, but shorter Privilege Time .

APPENDIX 2.

EXCERPTS FROM STOCKTON-ON-TEES CHILDREN'S TRUST PROTOCOL ON THE USE OF REASONABLE FORCE IN SCHOOLS AND SETTINGS. FULL DOCUMENT IS AVAILABLE ON STAFF SHARED.

The advice states that:

Reasonable Force is usually used either to control or restrain - it is reasonable in that no more force is used than is necessary.

Control means either passive physical contact (e.g. blocking a pupil's path) or active physical contact (e.g. leading a pupil by the arm out of a classroom).

Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances (e.g. to stop a fight where pupils are refusing to separate)

School staff should always try to act in such a way as to avoid injury to the pupil, but in some extreme cases this may not be possible.

Legal context

The use of all forms of physical intervention and physical contact are governed by the criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault. In addition the application of physical restraint may infringe the human rights of a child or young person. However in certain circumstances the use of a force can be justified:

In all cases the use of force has to be justified by there being:

- The likelihood of injury to the child or young person, or
- The likelihood of injury to others, or
- The likelihood of serious damage to property.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal proceedings or other legal action (Section 93 of the Education and Inspections Act 2006).

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils (e.g. unpaid volunteers or parents accompanying students on a school organised trip).

Additionally;

- In schools, force may be justified:
 - To prevent the committing of any offence, or
 - To maintain good order and discipline.

Schools should not have a 'no contact' policy as this risks putting staff at risk of being in breach of their duty of care or prevent them taking action needed to prevent a pupil causing harm.

Schools do not require parental consent to use force on a student.

Guidance

Restraint should be only be used when a situation warrants immediate action. De-escalation techniques should always be used to avoid the need to employ restraint unless the risk is so exceptional that it precludes the use of de-escalation.

When can reasonable force be used?

Reasonable force can be used to prevent pupils hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff concerned depending upon the individual circumstances and as is consistent with the school's behaviour policy.

It is unlawful for force to be used as a punishment.

Recording and reporting

All incidents of restraint should be recorded on the appropriate form, which can be obtained from Mr. Moody, as quickly as possible and in any event within 24 hours of the incident the Head Teacher or a person acting on his or her behalf must be informed at the earliest opportunity. Parents/carers and relevant professionals, where appropriate, should also be contacted as soon as is practicable.

As a minimum the written record should include:

- The names of the staff and children or young people involved,
- Details of any witnesses,
- The date, time and duration of the intervention,
- The reason for using restraint, rather than using an alternative strategy,
- The nature of any de-escalation used seeking to prevent the need to intervene physically,
- The type of restraint used,
- Whether or not anyone was hurt, if so the action taken,
- Whether or not anyone was distressed, if so the action taken,
- The views of the child or young person,
- The process for following child protection procedures if the child or young person is hurt.

ADVICE TO PARENTS
THE GLEBE PRIMARY SCHOOL
POLICY FOR BEHAVIOUR MANAGEMENT

BEHAVIOUR MANGEMENT - PARENT SUPPORT

Parents can give us support by:

- ⊙ Being clear to children about how you expect them to behave
- ⊙ Rewarding good behaviour with lots of attention, praise and encouragement

PAY ATTENTION TO YOUR CHILD'S GOOD BEHAVIOUR!

Even the most poorly behaved children tend to be well behaved more than they misbehave, but it's often easier to take your child's good behaviour for granted and only react when they misbehave. Try not to focus on poor behaviour, but try to praise good behaviour.

CATCH YOUR CHILD BEING GOOD!

Always reward good behaviour as soon as it happens so that it is clear that your praise is for that particular behaviour. It doesn't have to be a big reward - giving your child praise, a smile or a hug will often be enough. Another good reward is to tell your friends or relatives about your child's good behaviour at a time when they can hear you.

Praise is the best way to help children learn to behave well. They are likely to repeat the good behaviour because it has had a positive result - it has got your attention and approval.

DON'T GIVE MONEY!

Try not to reward your child with money or presents, this could become very expensive and a difficult habit to break.

If you think your child deserves a bigger reward you could try:

- ⊙ Giving a "treat" - a favourite food.
- ⊙ Extending your child's privileges for good behaviour - staying up late on a Saturday night to watch a video with you.
- ⊙ Allowing your child to have friends to stay for the day/night
- ⊙ Giving your child responsibilities to show that you trust him/her and that s/he is growing up.
- ⊙ Giving your child special rewards for his/her continued good behaviour
- ⊙ Letting your child choose a special outing

USE PUNISHMENTS CAREFULLY

Punishments can help to stop children behaving badly, but they don't actually make children behave well. Also punishments used too often could strain the relationship between you and your child and cause them to carry on misbehaving.

- ⊙ Do something that your child will see as taking away a privilege - removal of stereo, television etc.
- ⊙ Make the punishment fit the crime - for example tidying up the living room
- ⊙ Think of different levels of punishment, from small ones to bigger ones
- ⊙ Give your child a quiet warning of likely punishments if poor behaviour continues
- ⊙ Try not to respond with aggressive behaviour as this is likely to tell your child that it is okay to be aggressive
- ⊙ Once you've given the punishment, make sure your child knows that the incident is now over and s/he can make a fresh start.

Parents following these principles will be supporting the way we are managing behaviour in school.

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- Details of any witnesses,
- The date, time and duration of the intervention,
- The reason for using restraint, rather than using an alternative strategy,
- The nature of any de-escalation used seeking to prevent the need to intervene physically,
- The type of restraint used,
- Whether or not anyone was hurt, if so the action taken,
- Whether or not anyone was distressed, if so the action taken,
- The views of the child or young person,
- The process for following child protection procedures if the child or young person is hurt.

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- Ⓞ Rewarding good behaviour with lots of attention, praise and encouragement

PAY ATTENTION TO YOUR CHILD'S GOOD BEHAVIOUR!

Even the most poorly behaved children tend to be well behaved more than they misbehave, but it's often easier to take your child's good behaviour for granted and only react when they misbehave. Try not to focus on poor behaviour, but try to praise good behaviour.

CATCH YOUR CHILD BEING GOOD!

Always reward good behaviour as soon as it happens so that it is clear that your praise is for that particular behaviour. It doesn't have to be a big reward - giving your child praise, a smile or a hug will often be enough. Another good reward is to tell your friends or relatives about your child's good behaviour at a time when they can hear you.

Praise is the best way to help children learn to behave well. They are likely to repeat the good behaviour because it has had a positive result - it has got your attention and approval.

DON'T GIVE MONEY!

Try not to reward your child with money or presents, this could become very expensive and a difficult habit to break.

If you think your child deserves a bigger reward you could try:

- Ⓞ Giving a "treat" - a favourite food.
- Ⓞ Extending your child's privileges for good behaviour - staying up late on a Saturday night to watch a video with you.
- Ⓞ Allowing your child to have friends to stay for the day/night
- Ⓞ Giving your child responsibilities to show that you trust him/her and that s/he is growing up.
- Ⓞ Giving your child special rewards for his/her continued good behaviour
- Ⓞ Letting your child choose a special outing

USE PUNISHMENTS CAREFULLY

Punishments can help to stop children behaving badly, but they don't actually make children behave well. Also punishments used too often could strain the relationship between you and your child and cause them to carry on misbehaving.

- Ⓞ Do something that your child will see as taking away a privilege - removal of stereo, television etc.
- Ⓞ Make the punishment fit the crime - for example tidying up the living room
- Ⓞ Think of different levels of punishment, from small ones to bigger ones
- Ⓞ Give your child a quiet warning of likely punishments if poor behaviour continues
- Ⓞ Try not to respond with aggressive behaviour as this is likely to tell your child that it is okay to be aggressive

© Once you've given the punishment, make sure your child knows that the incident is now over ands/he can make a fresh start.

Parents following these principles will be supporting the way we are managing behaviour in school.