



The
Affinity
Federation

Whitmore Park Primary School

Behaviour and Restraint policy

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Whitmore Park Primary School

'Ambitious young minds are the future leaders of our community'

Behaviour Policy

At Whitmore Park, all children should have a safe and happy place to learn, to do this we aim for all children to demonstrate impeccable behaviour at all times, both in and out of the classroom. Our aim is for children to manage their own behaviour and to be responsible for their own actions. Because we promote a climate of kindness and want the best for each and every child, we expect everyone in school to act as role models promoting our golden values:

- Honesty
- Kindness
- Respect
- Community
- Growth

These values are used consistently across the school and children are taught through whole assemblies and class assemblies and also in PSHE lessons how to demonstrate these values at different ages and in different places, in and out of school. All classrooms have the **values displayed** and they are regularly referred to as part of the children's learning. Children should always be praised for demonstrating the core values.

PROMOTING POSITIVE BEHAVIOUR

Good behaviour must be role modelled and promoted by all staff at all times. Around school, children should be given regular, specific praise for excellent behaviour. Our school reward system is **Class Dojo Points**. The reward system is designed to celebrate and encourage the skills and traits that are needed for children to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community. The children need to work together as a class to collect as many Dojo points as they can, encouraging collaboration and positive relationships. Children will also receive individual rewards for meeting key targets.

Collecting Dojo Points

Dojo points can be rewarded to children by any adult in school. When awarding Dojo points, it is important that the adult is specific about the reason for giving the point to re-enforce the positive behaviour that the child is showing. The children will collect the points in their class throughout the week and they will be totalled on a Friday. During the weekly **Values** assembly, the top class in each year group will receive a Dojo avatar for the whole school display. These will be displayed in the hall for children to see their ongoing progress. At the end of each half term the 3 classes across school with the most avatars will receive a book token to buy a book for their class reading area. Every week, each class will nominate a **Values Champion** to a child who has shown **excellence** in demonstrating the core values. A member of the school's Junior Leadership Team will announce the winning child in assembly and the child will receive a sticker, a certificate home to parents and they will be added to their classroom display.

Skills Academy

Skills Academy clubs take place for 35 minutes during the school day on Friday afternoons. Children choose three **different** clubs they would like to attend each year. At each club, the children will learn new skills and build on existing skills through fun and innovative activities.

The clubs fall into three categories:

1. Physical development
2. Creative development
3. Academic development

Social skills and emotional well-being underpins all of the Skills Academy clubs. In line with our school values, clubs provide opportunities for the children to take responsibility for their own learning, help them to build resilience through challenging activities and learn to respect each other through team work and group activities.

Children earn their time in Skills Academy by demonstrating the school's golden values and rules consistently. Skills Academy is used to positively promote good behaviour as pupils making good choices are entitled to their full Skills Academy session.

Encouraging responsibility

All children should learn to be responsible for their behaviour, their classroom and their school. To do this children are given different responsibilities as they move up through school. Children carrying out these duties will be a part of the school's Junior Leadership Team.

These responsibilities may include:

1. Roles in the classroom- taking the register, table monitors, line leaders and enders etc.
2. Play leaders- Year 3-6
3. Student Communication Team Year 1-6
4. Eco council member Year 2-6

Children in Year 6 are encouraged to apply for additional roles in school including assembly monitors, reading monitors and corridor monitors as well as many other responsibilities. This provides other pupils with positive role models whom they can aspire to be like. Children from other year groups will also be given the opportunity to be one of the Junior Leadership Team.

Behaviour for Learning

Through teaching and promoting the core values, children at Whitmore Park learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this, the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson teachers always ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

In all classes, positive behaviour is promoted, expected and encouraged through the use of class positive praise and the rewarding of Dojo points and Caught Being Gold slips. Children will be taught strategies to self-regulate and manage their own behaviours through the use of the class emotion thermometers, time in the calm room or sensory room or other calming strategies. We recognise that some children find making good choices in their behaviour challenging. If children are regularly

displaying unacceptable behaviours they will be referred to the school's inclusion team and/or senior leaders. A behaviour audit, where needs are identified, and a support programme of work will be planned.

DE-ESCALATION AND EMOTIONAL COACHING

De-escalation and emotional coaching strategies are vital to managing the emotions and behaviour of all pupils. Every child in school needs to be supported to recognise their own feelings and how their emotions can impact their behaviour. Leaders, teachers, teaching assistants and lunchtime supervisors are trained in these strategies and use these to enable a child to make good choices about their behaviour before sanctioning pupils.

Adults have been trained to recognise the difference between poor behaviour and genuine emotional difficulties. Emotional coaching techniques will be used to support a child using the steps below.

The Emotional Coaching steps are:

- Step 1- Recognise the child's feelings and empathise with them.
- Step 2- Validate the feelings and label them.
- Step 3- Set limits on behaviour (if needed).
- Step 4- Problem solve with the child.

Adults in school understand the best time to support a child to make the right choices is when they are calm. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. Positive praise will be used by adults to support pupils when self-regulating their emotions and making good choices.

Further de-escalation strategies include:

- Distractions e.g. asking the child to do a job.
- Remind the child of the positive behaviours they have previously demonstrated.
- Give positive affirmation of success e.g. I know you will be able to.
- Take up time given to allow the child to make the right choices.
- Moving to another space within the classroom or another room within school with an adult to discuss their difficulties.

UNACCEPTABLE BEHAVIOUR AND SANCTIONS

Unacceptable behaviour

Unacceptable behaviour is behaviour which demonstrates a lack of respect for others and/or an unwillingness to engage with all aspects of learning in school. All unacceptable behaviour must be dealt with and addressed with the child. Every classroom should be a positive learning environment and children should feel safe in all parts of the school. Examples of unacceptable behaviour, and the expectation of which adults should manage these, has been outlined below.

Band A: behaviour that can be effectively managed within a classroom environment by the class teacher.

Band B: more serious negative behaviour that is not so easily managed in the classroom environment and may need year group leader/middle leader involvement.

Band C: very serious unaccepted behaviour or persistent Band B type behaviour, involvement of senior leader.

Band A Class Teacher	Band B Middle Leader	Band C Senior Leaders
Not on task/ wasting time.	Any persistence of band A	Any persistence of band B
Deliberate avoidance/ not completing work.	Answering back	Deliberately hurting another child.
Distraction, calling out, attention seeking behaviour.	Not responding to instructions/ uncooperative behaviour.	Inappropriate/ bad language. Any homophobic or racist language.
Negative body language.	Stealing.	Continued refusal of an adults reasonable request
Accidental damage to school/ others property through careless behaviour.		Serious acts of violence towards children or adults e.g. kicking, fighting, hitting.
Running indoors when transitioning through building.		Bringing dangerous items into school.
Poor behaviour at playtime or lunchtime.		Bullying including cyber bullying
Telling lies.		Leaving class without permission
Play fighting and rough play.		Running around the building during lesson time
Teasing others, name calling, making unkind comments.		Malicious damage to school property.
Distracting other children, chatting in class or assembly		Deliberately damaging another child's property

Sanctions

At Whitmore Park 'stages' are used to manage pupils' behaviour to give children every opportunity to make the correct choices about their behaviour. Pupils understand the stages and are aware good choices will be rewarded however sanctions will be given as a result of continued poor behaviour. Once children have had a verbal warning, each stage will include a sanction to deter children from making the wrong choices. Each time a child receives a warning or stage the adult giving them will clearly explain why.

Pupils are able to reverse stages if their behaviour has shown significant improvement. A child receiving a Stage 2, for example, may be able to move back to a Stage 1. Stages are reset at lunchtime and are not carried across days. Each morning and afternoon a child has a fresh start. Stages are not to be given and held if a pupil is going to another teacher during their weekly carousel.

This approach must be **consistent and supported by all adults** in school. Parental support and communication with parents/carers is crucial in supporting children to make the correct choices in school therefore adults will endeavour to communicate with parents/carers regarding concerns about a child's behaviour.

Stages:

Stage	Sanction	Parents	Tracking Behaviour
Verbal Warning	A child will be told they need to start to make the right choices about their behaviour.		
Stage 1	Children lose 5 dojo points and will miss 5 minutes playtime with class teacher.		
Stage 2	Children lose another 5 points and will miss all of their playtime.	Parents will be informed by class teacher. If a child is persistently receiving stage 2s parents will be asked to attend a meeting with the class teacher and middle leader.	Class teacher to record on CPOMS. (On current paper record for Autumn 2019)
Stage 3	Children will go to a middle leader's classroom to continue their work and miss 2 lunchtimes and their Skills Academy session.	Parents will be informed by class teacher. If a child is persistently receiving stage 3s parents will be asked to attend a meeting with the class teacher and middle leader. A behaviour chart will also be given to a child who persistently receives stage 3s. This will enable the child, adults in school and parents to track future behaviour.	Class teacher to record on CPOMS. (On current paper record for Autumn 2019)

<p>Stage 4 (child's behaviour is still poor despite the support of a middle leader)</p>	<p>Children will go to a senior leader.</p> <p>Children will miss 3 lunchtimes and their Skills Academy session.</p> <p>Children will also miss at least one extra curricula club.</p> <p>Children will be given at least 1 strike against an exciting trip/activity. If a child receives 3 strikes in a term they will miss the trip/activity.</p>	<p>Parents will be informed by class teacher.</p> <p>If a child is persistently receiving stage 4s parents will be asked to attend a meeting with the class teacher and a senior leader.</p>	<p>Class teacher to record on CPOMS. (On current paper record for Autumn 2019)</p> <p>Senior Leader to also complete a record.</p>
<p>Stage 5</p>	<p>Fixed term exclusion and meeting with HT/DHT.</p> <p>A child may be asked to complete work in a room other than their classroom.</p>	<p>Parents will be contacted by a senior leader and/or a member of the school's inclusion team.</p> <p>Parents will meet with the Head Teacher in the morning of the child's day of return.</p>	

Parents who do not collect their child from school will be contacted by phone. Records of meetings with parents, teachers and leaders in school will be recorded detailing the content of the meeting and future actions to help support the child to manage their behaviour.

Children with Social, Emotional, and Mental Health needs

Sanctions for children with SEMH needs will be set within the context of the child's needs and the context in which poor behaviour was demonstrated. Whilst the school has high expectations of children's behaviour, it does recognise children can make poor choices due to their SEMH needs, meaning adjustments are necessary. Children who have these needs will still receive a sanction for their poor behaviour, however the time spent in reflection, for example, will be adjusted according to the needs and context of the behaviour. A child who has genuine difficulties managing their emotions may be asked to go to reflection for a shorter period of time, once they are calm and able to understand the reasons behind the consequence. This may be on the same day or at a later date depending on the context. The school understands the need to de-escalate children's emotions before they are able to reflect on the consequence of poor behaviour.

Summary Flowchart

	<p><u>Sanction Stage 7</u> Permanent Exclusion from Whitmore Park Primary School (Formal letter issued by Head Teacher)</p>	
	<p><u>Sanction Stage 6</u> Formal meeting with Governor, Head Teacher, Class Teacher, Parents and Child (Formal letter issued by the Head Teacher of the school)</p>	
	<p><u>Sanction Stage 5</u> Fixed Term Exclusion (minimum ½ day including lunchtime) – formal letter issued Following a thorough investigation by the Senior Leadership Team: any physical aggression and abusive, foul or insulting language/action will result in immediate action to step 6</p>	
	<p><u>Sanction Stage 4</u> Child is sent to a Senior Leader. Miss 3 lunchtimes. Miss Skills Academy session. Miss an extra curricula club session. 1 strike against a school visit (3 strikes in a term will mean child misses visit) Parents will be informed by class teacher. If a child is persistently receiving stage 4s parents will be asked to attend a meeting with the class teacher and a Senior Leader.</p>	
	<p><u>Sanction Stage 3</u> Child is sent to a Middle Leader. Miss 2 lunchtimes. Miss Skills Academy session. Parents will be informed by class teacher. Parents to attend a meeting with class teacher and a Middle Leader if a child persistently receives Stage 3s.</p>	
	<p><u>Sanction Stage 2</u> Child misses all of playtime and loses a further 5 Dojo points. Parents will be informed by class teacher. Parents to attend a meeting with class teacher and a Middle Leader if a child persistently receives Stage 2s.</p>	
	<p><u>Sanction Stage 1</u> Child misses 5 minutes of playtime and loses 5 Dojo points.</p>	
	<p><u>Sanction Pre-stage</u> Verbal Warning.</p>	

Very serious poor behaviour may be addressed outside of the first four stages of sanctions. Very serious poor behaviour is:

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

Any of the above will result in being sent straight to the head teacher, by-passing all other stages. In addition, parents may be contacted immediately. The child may be excluded from school for a fixed period of time.

Reintegration following a fixed term exclusion:

If a child has been excluded from school they will attend a reintegration meeting on their first day back with the HT/ DHT and parents. This meeting will be to reflect on the behaviour that led to the exclusion, allow the child to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class. Strategies for reintegration/adjustments include:

- A fixed period transition plan building up a child's time back in school
- A planned period of time in internal exclusion room
- Improving behaviour chart
- Actions for parents to put in place at home
- Learning mentor/buddies support in direct work
 - Teaching Assistants may be allocated to provide support within the classroom

In extreme cases the child may be permanently excluded, this sanction is used with the greatest reluctance. Fixed term and permanent exclusions will follow guidelines set by DFE.

Internal exclusion:

To support children who are presenting challenging behaviours in the classroom children may be temporarily moved to work in a separate area of school. The aim is to ensure they understand the acceptable behaviours in school. They will be supported by adults who will help them practise strategies to ensure successful reintegration into their mainstream class.

Short term reduced timetables:

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with a senior leader to discuss the reduced timetable and will be given a signed copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority.

The action plan will:

- Specify an end date that the child is expected to return to full time education
- Will be reviewed weekly
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will supervised when they off site.
- Be shared and understood by parents with clearly recorded objectives

Local Authorities

Lunchtime reflection

Children who receive a lunchtime reflection for stage 2, 3 or 4 behaviours will receive a lunchtime pass from their class teacher. The class teacher will then complete the reflection time register.

The lunchtime reflection session intends to:

- teach children the impact of the behaviours they have shown
- support children to take responsibility for their own behaviour
- know how to repair the impact of their behaviours with an apology
- have positive strategies to improve their future behaviour

The session is led by senior and middle leaders and includes quiet time, mindfulness and group discussions.

TRANSITIONS AROUND SCHOOL

Children are expected to transition around the school building and grounds responsibly to ensure themselves and others are safe. Children are expected to line-up in single file and walk quietly around the school. At the end of playtime and lunchtime, pupils are also expected to line-up and walk in single file quietly. Children will be expected to follow the instructions of all adults in school and show respect to adults and each other. Pupils not transitioning safely and calmly around school may be given a stage and/or asked to stand with an adult or a corridor monitor from our Junior Leadership Team.

Nursery

In Nursery, children begin to learn about some of the school's Golden Values. In particular, children are taught the values of respect, kindness, good listening and looking after their nursery environment. Key words and phrases such as 'kind hands, 'kind feet and 'kind words' are routinely used to help the children understand the importance of these values.

Children displaying these values are placed on a happy face chart. At snack time, these children stand up, their good behaviour is shared with everybody and they are given a sticker as a reward. Children will also add a sticker to their personal chart. Children are rewarded with a 'silver superstar' sticker when they complete a row on their chart. Once a child has completed their chart, they will receive a Head Teacher's award which includes a golden sticker.

Children who make poor choices about their behaviour will talk to an adult about the choice they made and why it wasn't the correct choice to make. On the rare occasion children are unkind, their name will be placed on the sad face. This is a warning. If a rule is broken again within a session then the child receives a three minute time-out on the thinking chair. At the end of the time-out a social

story is shared to explain why they have received a time-out. The child's name is then removed from the board and they have a fresh start. Parents will be informed if a child has been given a time-out and the class teacher will record this on CPOMS.

Reception

Children's good behaviour is rewarded with stickers on a 'Behaviour Rainbow Chart'. When children receive 10 stickers on their behaviour rainbow chart, they receive a new colour chart and a 'dip' in the teacher's special prize box.

A traffic light system for behaviour is also used. Each child has their name on 'green' at the start of each day. If a child makes poor choices their name peg will be moved down the chart and they will be given 'thinking time' to enable them to learn from their poor choice. On the very rare occasion children, continue to make the wrong choices they will have to see a leader within school.

Stage	Sanctions	Parents	Tracking
Reminders	Pupils will be reminded of the golden rules and values.		
Warning	A child is given a warning, their peg is moved down to yellow.		
1- continued poor behaviour	A child's peg will be moved to red and they will have a short time-out (no longer than 5 minutes).	Class teacher to inform parents.	
2	Pupils demonstrating serious/persistent poor behaviour will be sent to a middle leader's class for 10 minutes.	Class teacher to inform parents. If a child persistently demonstrates poor behaviour a meeting will be called between parents, class teacher and the EYFS leader.	Class teacher to record on CPOMS.
3	Pupils who continue to persistently demonstrate serious poor behaviour will be taken to a senior leader to discuss their behaviour.	Class teacher to inform parents. A meeting will be called between parents, class teacher and a senior leader if a child consistently displays poor behaviour even after a meeting with parents and the EYFS leader.	Class teacher to record on CPOMS.

LUNCHTIME

Lunchtime behaviour

Lunchtime supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive and praise children as much as possible for good behaviour choices. DRAs will award Caught Bring Gold slips to children clearly explaining why they are giving to the child referencing the golden values.

Unacceptable behaviour at lunchtime

Pupils will be reminded of the expectations regarding the school's rules. If the poor behaviour continues lunchtime supervisors will:

- Give the child a 5 minute time out. This can either be standing with the lunchtime supervisor or sitting in a place chosen by lunchtime supervisor (e.g. a bench). Children will be given a timer.
- If a child refuses to complete the time out and/or continues to misbehave. They will have 10 minutes time out with the lead lunchtime supervisor. Children will be given a timer.
- After time out with the lead lunchtime supervisor or if it is felt it is not safe for the child to stay on the playground the child may be sent to a Senior Leader. The reason should be clearly explained to the child. A child would then have to attend a reflection session.
- If a child will not cooperate or their behaviour is dangerous, for example fighting, then lunchtime supervisors should call for support from a Senior Leader.

Reporting to Teachers

Lunchtime supervisors are expected to deal with behaviour issues that occur at lunchtime but any rough, aggressive or unkind behaviour must be fed back to the teacher at the end of lunchtime. Lunchtime supervisors will complete any incidents of poor behaviour on the class behaviour log.

TRACKING OF BEHAVIOUR

Logging on CPOMS

All stage 2s,3s and 4s behaviours must be logged on CPOMS by the class teacher. To do this:

1. Log in to CPOMS
2. Add incident
3. Type in the name of the child you wish to report on
4. Tick behaviour incident and a behaviour incident subcategories menu will appear.
5. Tick the level and description of the behaviour
6. In the incident box briefly explain the behaviour incident, include where, when and what happened. Include the consequence as a result of the behaviour and which school leader supported the behaviour incident.
7. Tick the issue resolved/ unresolved.
8. If you are reporting an incident that concerns other children in school please add them in the linked students bar.

9. Choose which staff to alert- who?

10. If you have an action to add (you may have spoken to parent at home time about the incident).

11. Be aware that once you have added an incident you may receive an action to follow up. CHECK YOUR EMAIL OR CPOMS DASHBOARD FOR ACTION ALERTS.

ALLEGATIONS

Malicious Allegations against staff

Any allegation against staff will be fully investigated by the head teacher and if the allegation is found to be malicious consequences will be put in place that may include any of the above stage 4 consequences and may lead to exclusion.

PHYSICAL RESTRAINT POLICY

The Legal Framework

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

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

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

Definition of restraint

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

General policy aims

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

Specific aims of the restraint policy:

To protect every person in the school community from harm.

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

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

Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

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

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

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

Alternative strategies

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

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

Use of physical restraint

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

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

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

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

When physical restraint becomes necessary:

DO

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

DON'T

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

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the child. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. Any incident involving physical intervention is a Band C incident and full details of what happened and the intervention used should be logged and reported to the School Business Manager or a member of the Senior Leadership Team if the SBM is unavailable. A debrief session is an opportunity to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

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

When a child needs to be handled we follow our school policy (see Handling Policy). If required, a Handling Plan will be created with parents to safe guard child and staff well-being.

Risk Assessments

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

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