



**This policy is reviewed and updated annually  
Reviewed September 2023 Rob Grosse Katrina Sands**

This policy should be read together with 10a Anti Bullying, the Use of Restraint Policy below and 7a Child Protection and Safeguarding Policy and 7e Staff Code of

Conduct. V4 Records of sanctions imposed upon pupils for serious misbehaviour are kept in a folder in the study.

### **Introduction**

At Herries, we aim to create an ethos of mutual respect with all pupils and staff. In order to achieve this, we follow a carefully planned positive behaviour system which has been created in consultation with our pupils and staff. This system is regularly reviewed and evaluated in order to reflect the age and stage of our pupils as well as for continuity. We truly believe that through working together, we can achieve our aims and so enhance the learning experiences for all pupils.

### **Aims**

- To promote good behaviour in our pupils
- Good behaviour is the fulcrum around which the whole curriculum turns.
  - 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.
- To apply 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, self-respect, consideration for others and for property.

- To encourage good behaviour through positive reinforcement by providing a range of rewards for children of all ages and abilities.
- To make a clear distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- When problems occur, to treat them in a caring and sympathetic manner with the hope of achieving an improvement in behaviour.

## **Philosophy**

Herries provides the purpose, motivation and self confidence that can transform lives and lay the foundation for excellence academically, personally, socially and as active citizens. Successful teaching and learning and good discipline will be achieved against a background of good human relationships based on mutual cooperation and respect. The following principles guide our actions and are in harmony with the key outcomes of Every Child Matters.

We encourage children to be aware of their rights and responsibilities and to know that these are interdependent.

We seek ways to develop pupils' sense of responsibility by involving them in decisions that affect their learning.

We believe that effective partnership between pupils, parents and staff is essential for excellent behaviour and achievement for all.

## **Principles**

Our aim is to empower our pupils by developing in them the skills they need to solve problems and to manage their own behaviour. We believe that the basis of good behaviour is the ability of individuals to make good choices about how they behave. We aim to encourage pupils to value themselves and others by respecting rights and tolerating differences. We make every effort to ensure that this positive behaviour is noticed, acknowledged and rewarded. We have clear, high expectations for all pupils and these apply consistently throughout the school. Social and interpersonal behaviours are taught in the Personal, Social, Citizenship, and Health Education JIGSAW programme and in assemblies and are reinforced in daily interactions when staff and pupils are together. Pupils and staff are encouraged to treat each other with respect. Our Mission is to create an understanding and nurturing environment enabling our children to find joy in learning. Through academic excellence, arts and sporting achievements, creativity, independent thinking,

culture and friendship, we prepare each child as a unique individual to live a happy, balanced and purposeful life.

## Our Herries Values

### HERRIES TOOLKIT

#### Respect

I know when it is not OK to talk in class and when I move around the school.

I respect school property and other people's property.

I have good manners and remember to say please and thank you.

I show respect to others by ...

#### Excellence

I persevere to achieve my best in everything I do at Herries.

I read my green feedback and am proud of what I can do.

I complete homework to the best of my ability and hand it in on time.

I was proud of my achievement last ...

#### Happiness

I include other children in my games and activities.

I am a good friend.

I feel good about myself when ...

I am happy at Herries because.

#### Resilience

I take turns to share ideas and understand that not everyone will agree with me.

When someone is sorry I can accept their apology.

I take responsibility for my actions.

When things go wrong, I can learn from the experience and have another go. This happened to me when...

#### Independence

I recognise my strengths and understand where I need to improve.

I can come up with different ways to solve a problem.

I read my pink feedback and use it to improve my work.

I learn independently by ...

#### Enthusiasm

I am able to work effectively in groups and in pairs.

I take an active part in lessons and to join in with activities.

I am enthusiastic about...

The best thing about Herries is...



### HERRIES' VALUES

#### Personal Development Assessment Toolkit

Name .....

Date .....

#### Sincerity

I understand that some children find some activities more difficult than others.

I can be honest and accept when I have made a mistake.

I can say sorry and show that I'm sorry by making things better.

I show that I am honest and that I'm sorry by...

## INCENTIVES

A major aim of the school policy is to encourage all children to practise good behaviour by operating a system of praise and reward. The school has four 'Houses' to which all children are assigned. Siblings are allocated to the same House.

House points are celebrated with weekly totals in Golden Assembly, with the award of the cup dressed in the ribbons of the winning house and in monthly house meetings. They are awarded for:

- Academic achievements
- Non-academic achievements
- For effort
- For behaviour
- Once 60 points have been received a certificate is awarded and represented in Golden Assembly
- The House Cup is awarded each year.

**Golden Assembly** – Children's achievements of all kinds, both within and outside school, are celebrated in Golden Assembly. This helps to build self-esteem and to promote positive behaviour, as well as to build positive links between home and school.

Golden Pupil of the Week Certificate - Each week one pupil from each class is awarded the Golden Certificate- this is usually awarded in recognition of outstanding academic achievement, effort or good conduct. The pupil is welcomed to the front of the assembly and is applauded. The teacher explains to the rest of the school why that pupil has been given the award, to celebrate their success.

Headteacher's Award – Any member of staff can nominate any pupil to receive a Headteacher's Award. This will carry 5 house points for that child's house. This is awarded in recognition of something specific and particularly positive that that pupil has achieved during the week. This is awarded in Golden Assembly.

Verbal – Class teachers give verbal or written praise as often as possible.  
Display – Children are encouraged to display their achievements in the classroom.

### Care of Children

At all times, staff should encourage good behaviour through praise and

rewards. No member of staff must in any way physically chastise a child (see Intervention section later in the policy). If there is a need for sanctions then the following may be used, depending on the child's needs. Children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

## **Parents/Carers**

We involve parents/carers in the promotion of good behaviour in our school by asking them to:

- support, read and discuss our Herries Values (printed in both the Parent and Pupil Handbooks)
- recognise that an effective school behaviour policy requires a close partnership between parents, teachers and children.
- attend Parents Evenings, parents' functions and by developing informal contacts with school.
- know and understand that learning and teaching cannot take place without a behaviour policy being in place and implemented in a fair manner.
- acknowledge that staff deal with behaviour problems patiently and positively. ● attend meetings at Herries when advice on parenting skills is offered.

Teachers are responsible for overseeing high quality home/school links based on an ethos of partnership and communication. Parents are kept informed of their child's achievements and successes as regularly as possible and in a number of ways, telephone, letters, face-to-face, and email. . Class teachers are encouraged to discuss matters of concern with parents and visa versa. Staff and parents work together to support each other and meet to discuss problems as they arise in an environment of openness and honesty. It is important to celebrate the positive as well as discussing matters of concern. We aim to end any meeting on a positive note by noting what we can do to move forward. Parents are welcome to make an appointment to meet with the form teacher, SENCo or deputy head throughout the year and discuss how your pupil is getting on. A formal meeting will take place to discuss the pupil's progress and a report will be written at least annually.. Additionally, when a pupil has a Health Care Plan a review meeting will take place and parents kept informed of their child's achievements.

## **Consequences**

We acknowledge that there will be times when making poor choices for one's behaviour results in consequences, natural or applied. Children need to discover the boundaries of acceptable behaviour and personal responsibilities, as this is part of growing up. The aim of any consequences used at Herries is to promote positive and responsible behaviour in our pupils. Any consequences we use are clear, precise and just, with the pupil's ability being considered. We are committed to the principle that it is the behaviour that is undesirable, not the pupil and that the emphasis is always placed on the pupil learning more positive ways of behaving. Staff log all incidents according to the 'Consequence Ladder', so that we accumulate a body of accurate information to inform planning for behavioural interventions. Consistency of approach from all staff is essential. Corporal Punishment is never used or threatened.

### **Teacher response to off-task, low level disruptive behaviour**

Generally, these incidences are 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 e.g. Low key, indirect corrective action such as a look or physical proximity; positive reinforcement of appropriate behaviour elsewhere; verbal reminder to pupil of desired behaviour; pupil moved to sit apart from others for 1-5 minutes, A pupil is asked to stay behind after class to discuss the behaviour with the teacher with reference to our Herries Values; pupil is moved to sit apart from others and /or given an appropriate task. At Herries a child is never sent outside of the classroom for misbehaviour. If quiet reflection is needed and a cooling off period would benefit a child for example, the child is supervised and enabled to continue their learning.

Children with SEND will have their specific needs taken into account when any sanction is considered and it may be necessary to explain to the other children why a different approach is being taken. Where there is evidence that poor behaviour is the result of learning or personal problems the pupil will be referred to an appropriate person for help, such as the class teacher, the form teacher or another member of staff with whom that pupil has a trusting relationship. Each case is treated

individually. Generally children are made aware that they are responsible for their own actions and that breaking rules, causing deliberate harm or upset may lead to sanctions. As a school community we also ensure that misbehaviour is not due to the child suffering in any way and have due regard for the regulations set out in KCSIE 2022:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

### **Teacher response to challenging disruptive behaviour**

Generally, these incidents are fewer but are dealt with by the class teacher in a fair manner, with some flexibility regarding age and needs of the child e.g. Non-verbal- eye contact, moving nearer, use of gesture; verbal reminder- use child's name, remind child of desired behaviour; remind child of consequence of behaviour, offering a choice of 2 activities; Refocusing using the name then re-establishing clear options, lowering the tone of voice to decrease tension and increase focus; acknowledging any emotion to show empathy but refocus "I know you are ... but I need you to..."; teacher to disengage and state that the matter will be taken up later then follow up with a discussion of behaviour at break; escalate by removing the pupil to another member of Staff or the SLT if available; issuing 'a blue' (completing a piece of written reflection at break) or issuing a detention.

### **Playground behaviour**

Peer support for low level incidents or issues takes place by specially trained 'Badger's Buddies'. Examples of inappropriate behaviour that requires an adult response include shouting angrily, playing fighting games, not listening or answering back, throwing or pushing on the climbing frame, hitting or kicking, using inappropriate language, name calling and taking possessions purposely without permission. Pupils will be asked to sit separately and sanctions might be utilised if appropriate.

### **Escalation of Discipline Problems**

The standard procedure follows a set pattern:

Class Teacher – Staff discussions –SLT- Parents

If severely disruptive behaviour endangers pupils or staff, staff should send for a member of the SLT immediately. Regular issues will prompt a discussion involving parents and the possibility of the pupil being



moved onto a report to monitor behaviour.

- **Incident Log**

There are 2 levels of misbehaviour – general and serious. With regard to all behaviour concerns, such as inappropriate playground behaviour, the Assistant Head Pastoral keeps a record of her discussions and interventions with pupils, parents and staff and shares this with relevant members of staff. In the event of a serious incident, staff should record details and this information should be handed to the Headteacher as a record for the file of records of consequences imposed upon pupils for serious misbehaviour (V4). There is an 'Incident Log' on the shared drive in the staff hub for records to be kept.



## **HERRIES PREPARATORY SCHOOL**

Record of Consequences or Serious Misbehaviour

**Pupil Name:**

**Year:**

**Nature of Incident:**

**Parents Informed and their comments:**

**Consequence: Any further information appropriate to the incidents**

**Alongside the School values we display the values expectations to show and empower students to know what the school values look like in different situations.**

<b>Herries Values</b>	<b>Classroom transitions</b>	<b>Teacher led instruction</b>	<b>Group work</b>	<b>Independent work</b>	<b>Break/Lunch time</b>
<b>Happiness</b>	Be open minded Friendly body language Open to new ideas	Make positive contributions to the lesson Be happy to learn	Be a positive force of energy within the group Embrace possibilities	Focus Self awareness Do your best	Keep areas tidy Share spaces of the school Respect personal space
<b>Enthusiasm</b>	Arrive prepared Show willing Contribute	Be reciprocal to new ideas Enquire Seek new knowledge Be open minded	Listen and take interest in the ideas of others	Carry out work with pace and vigour Take pride in own achievement	Enjoy being outside Manage own behaviour is a less structured environment

				s	
<b>Resilience</b>	Arrive on time Be prepared Ready to try a new class, lesson, teacher	Ignore distractions Turn taking Stay in class Don't give up Ask if you don't understand	Persevere Teamwork Turn taking Shared responsibilities	Don't give up Try again Do your best	Prepare for next lesson or challenge Don't wear yourself out
<b>Respect</b>	Ready to work Arrive on time Don't disrupt the lesson Leave room as you find it calm	Listen Hands up Concentrate Share ideas Engage in the lesson	Focus Sharing ideas Listen to others Teamwork Be polite	Show self respect for own feelings Have an awareness of time management Be self motivated	Respect school rules and boundaries Respect duty staff
<b>Independence</b>	Be ready to learn Positive attitude Use your timetable	Conduct own research Follow up ideas	Contribute with own ideas Take on the board of ideas	Follow up own interests and ideas Research further in own time	Be aware of peer pressure Stand up for what is right
<b>Excellence</b>	Be the best you can be Take risks to learn Persevere for better understanding	Follow instructions Listen on advice Be mindful of next steps and milestones	Make the best contributions you can make Have due regard for the work of others	Be proud of own achievements Do the best that you can do.	Be a role model in the playground and at the lunch table for others Show good manners
<b>Sincerity</b>	Reflect on own effort Give honest feedback	Be genuine about your interest Show courtesy	Be honest about your contributions and feedback honesty to	Be the best you can be Believe in yourself	Be true to yourself Stand up for your values and beliefs

		respect other learners	others.		Recognise peer pressure Help those in need
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## Discouraging anti-social behaviour

### Roles and Responsibilities

#### The School Council

The School Council aims to encourage pupils to make a positive contribution by giving them a strong voice in the life of Herries and by helping to develop responsible behaviour, self confidence and self worth. At Herries there is a consistent whole school approach to valuing appropriate behaviour. It is encouraged through frequent verbal praise and acknowledgement. Pupils will receive regular house points which can be linked to the values of the school, in this way we can both teach the meaning of the values and also praise for effort not just attainment and thereby foster a growth mindset. Pupils will be congratulated on their achievements and these may also be celebrated on display boards, through school assemblies and whole school events. Such achievements, from both in and out of school activities, may include excellent academic work, photographs of a particular event or certificates of achievement e.g. music exams, participation in sponsored events.

#### Teachers

Teachers are responsible for the behaviour of the pupils in his/her classes. The Headteacher, Deputy Head and Assistant Head Pastoral supports teachers in this role. Any incidents related to anti-social behaviour by AHP and will be referred to amongst staff, the Deputy Head and the Head Teacher. The incidents are monitored in line with the Consequence Ladder. At Herries there is a consistent whole school approach to valuing appropriate behaviour. It is encouraged through frequent verbal praise and acknowledgement. Pupils will receive regular achievement awards which will be linked to the values of the school, in this way we can both teach the meaning of the values and also praise for effort not just attainment and thereby foster a growth mindset. Pupils will be congratulated on their achievements and these may also be celebrated on display boards, through school assemblies and whole school events. Such achievements, from both in and out of school activities, may include excellent academic work, photographs of a particular event or certificates of achievement e.g. music exams, participation in sponsored events.

#### The Governing Body

The Governing Body will establish, in consultation with the Head teacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher deals with serious issues regarding a pupil's behaviour including exclusions and manages engagement/action plans. If students are required to have their plan reviewed this needs to be discussed and agreed with parents/ carers.

If a behaviour pattern is putting the student's schooling at risk then a meeting must be called with parents and relevant members of staff. Teachers are responsible for the day-to-day behaviour management of pupils; and support LSA's in managing pupil behaviour. LSA's make themselves aware of Engagement Support Plans relating to the pupils they are working with; intervene if a pupil's behaviour is inappropriate and refer to a teacher (in the first instance) or the Head Teacher if the situation gets more difficult. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

In term and permanent exclusions the Headteacher has the power to exclude a pupil from school for one or more fixed periods. The Governors may exclude a pupil permanently if the circumstances warrant this. If the Head Teacher excludes a pupil, s/he informs the parents and the Chair of Governors immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governors. The school informs the parents how to make any such appeal. The Head Teacher informs the LEA about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

**Guidance about bullying is found in the Anti-Bullying Policy.**

All members of staff are aware of the regulations regarding The use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff at Stepping Stones do not give corporal punishment in any form. Staff only intervened physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself or another pupil. The actions that we take are in line with government guidelines on the restraint of children.

### **Special Educational Needs**

We aim to involve pupils fully in the review of their Statements/ Education, Health, Care Plans and in the targets and strategies that are formulated to enable them to progress and achieve success. We will work closely with external agencies and professionals where appropriate for the student eg. Educational Psychologist. In implementing their advice we will place the pupils at the centre and encourage them to take responsibility for, and make good choices about, their present and future behaviour.

In order to improve personal responsibility for organisation, pupils may need to attend a period of break time 'reflection', supported by the following process:

- a) A thorough investigation into the circumstances
- b) Agreement with the form/class teacher wherever possible, or with the Assistant Head Pastoral.
- c) Clear justification clarified to parents if requested

Where a pupil may have a learning difference which affects organisational skills, other action may be taken to support the child. If a child is repeatedly placed in a series of detentions, an alternative approach will be found, as the sanction is clearly failing to produce the desired outcome- a positive change in behaviour.

### **EYFS & KS1**

In EYFS and KS1, it is more likely that only the sanctions 1 or 2 described above will be necessary and might involve a meeting with parents. The named EYFS practitioner responsible for Behaviour Management is Mrs Katrina Sands who will coordinate and manage behaviour appropriately and will make it clear to pupils that their behaviour is not consistent with our Herries' Values.

### **Reporting System**

If problems are persistent or recurring, parents will be involved and children may be placed on a daily or weekly report system to monitor their behaviour.

### **Major Breaches of Discipline**

These include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, persistent use of foul/bad language, racial abuse, verbal abuse, refusal to engage and repeated disruptive behaviour in class and bullying (see school's anti bullying policy).

### **Knives and Offensive Weapons**

The presence of weapons, or items which could potentially be offensive weapons not only create unacceptable risks of bullying or injury, but also create a climate that undermines the values of the School. The possession of weapons on the premises is forbidden. For the purpose of this policy a "weapon" is any type of replica gun, knives, including all variations of bladed objects i.e. Swiss army knives, pocket knives, craft knives, fireworks, matches, laser pens or other objects.

A pupil found to be in breach of this policy will face exclusion. Where, in the judgement of the staff, the circumstances are entirely innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When making a decision regarding exclusion, the Headteacher and staff involved with the incident will evaluate the seriousness of the incident and make an informed judgement regarding the nature and immediacy of the response required. If staff have been made aware that a weapon may be on school premises, they might decide to take action before investigations and meetings have taken place.

It might be appropriate for the Headteacher, or an authorised member of staff, to conduct a search of the pupil and possessions and in this case, a risk assessment will be completed to prevent a potentially dangerous situation. Any potential weapons should be confiscated, secured and passed immediately to the Headteacher until they can be taken away from school by the parent/carer.

### **Vandalism**

The Herries' Values set out expectations for showing respect for the school building and school property. Deliberately defacing furniture and parts of the building goes against our values and is considered to be calculated destruction of school property. The misconduct itself is the evidence. Pupils are encouraged to not to be passive bystanders. A formal letter of apology will be written to the Headteacher and parents will be notified. In some cases it might be necessary to bill parents for deliberate damage and the costs of replacement.

### **Physical Intervention or Restraint**

If there is a situation when a child physically attacks another child or adult, or if a

situation arises that presents immediate danger of personal injury, and the child concerned does not respond to requests to calm down or stop what he or she is doing, then physical restraint is necessary. See policy below.

### **Record of Physical Intervention**

The child should be removed from the situation as soon as possible and taken to the Headteacher or another member of the Senior Leadership Team, who will take immediate action to involve parents. Any such occasion will be recorded in the Record of Physical Intervention Folder that is kept in the Head's Study. See policy below.

### **Exclusion Policy**

Fixed term temporary or permanent exclusion would be considered for some instances of dangerous behaviour and/or bullying, also for repeated serious unacceptable behaviour. The incident/s must be fully investigated and a report brought before the Chair of Governors. Incidents for which exclusion would immediately be considered would be the use of, or bringing onto site of weapons etc. In making a decision about whether to exclude a pupil the Headteacher together with the Chair of Governors will consider:

- Age and health of the pupil
- Previous record at the school
- Parental or peer pressure
- Severity of the offence and likelihood of repetition
- Extent to which the incident affects other pupils
- Extent and significance of violation of our Herries' Values. Whether the pupil was part of a group
- Whether the child has SEND



If exclusion is being considered parents will be informed. Parents have the right to make representations and to appeal in accordance with the school's complaints procedure. Permanent exclusion will be a last resort. A record of sanctions for serious breaches of the behaviour policy is kept by the Headteacher.

**HERRIES PREPARATORY SCHOOL**  
**REASONABLE FORCE/ NO CONTACT/ POSITIVE**  
**HANDLING**  
**PHYSICAL RESTRAINT POLICY**



**This Policy is reviewed on an annual basis**  
**September 2022 Rob Grosse**

***This policy should be read together with 9a - Policy for Positive Behaviour Management, 15a Exclusion Policy, 7a Child Protection and Safeguarding Policy and 7e Staff Code of Conduct. V4 Records of sanctions imposed upon pupils for serious misbehaviour are kept in a folder in the study.***

Staff at Herries work positively and confidently with children and find a range of ways to support, empower and keep children safe. When a child is finding it difficult to control their behaviour and a situation is likely to escalate to physical behaviour, in the first instance, we rely on trusting relationships, understanding of 'triggers', problem solving, ways to defuse the situation and the use of distraction. There are different ways to approach the same situation. At Herries, we are more likely to find safe, creative and child-focused solutions than to intervene physically or to restrict a child's liberty. Staff are expected to find the best of many solutions to deescalate a situation, with restraint a last resort. All action must be

proportionate to the circumstances and each child's rights must be respected.

Section 550A of the Education Act 1996 came into force on 1 September 1998 and applies to all schools. This section sought to clarify the powers of teachers, and other staff who have lawful control over pupils, to use reasonable force to prevent pupils committing a crime, causing injury or damage or causing disruptions DfEE Circular 10/98 provides guidance on the way in which the legislation should be interpreted in schools. 'Behaviour and Discipline in Schools' January 2018 sets out guidance regarding isolation and searching.

**The 1996 Act (section 548-550) makes it clear that corporal punishment by way of sanction is forbidden.** This does not however prevent the use of reasonable force against a pupil to prevent them from:

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility.
- Injuring themselves or others.
- Damaging property, including their own property.
- Behaving in a way, which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a pupil.

This provision applies when the teacher, or other authorised person, is on the school premises and when he/she has lawful control or charge of the pupil concerned elsewhere, for example on a field trip or some other authorised out of school activity.

The decision to restrain a child is down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

### **Isolation**

On rare occasions, a pupil may find that time on their own is a positive intervention at times of distress, but these interventions are to be used sparingly and every situation must be managed sensitively.

### **Searching and force**

Refer to Behaviour Policy. Force cannot be used to search for any banned or forbidden items.

### **Reasonable Force**

There is no legal definition of 'reasonable force' but three criteria are established for guidance:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant it.
- The degree of force employed must be in proportion to the circumstances of the incident and in all cases the force should be kept to the minimum needed to achieve the desired result.
- Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will depend on the pupil's age, understanding, physical maturity and sex.

### **Guidance during an incident**

Force should be used in all incidents as a method of last resort and if at all possible prior to intervention help from a colleague should be sought urgently. Other pupils should never be involved in restraint. Strategies and techniques that help calm and diffuse the situation should be used wherever possible. These include:

- Before intervening physically a teacher or member of staff should, wherever practical, tell the pupil who is misbehaving to stop and what will happen if he/she does not stop.
- The teacher should attempt to continue to communicate with the pupil during the incident and should make it clear that physical contact or restraint, if applied, will stop as soon as it ceases to be necessary.
- An assured, calm, and non-confrontational approach is helpful, however trying the circumstances. This can be conveyed by one's tone of voice and body language.
- Allow the pupil to 'save face'.

There are times when a teacher should not intervene in an incident without help, unless it is an absolute emergency. These might include when dealing with a physically larger pupil or a group of pupils or when the teacher believes he/she is at risk. In these circumstances, the teacher should:

- Remove other pupils at risk and summon help from a colleague, if possible the Head teacher.
- Continue to diffuse the situation orally and try to prevent it escalating until help arrives.

### **Physical Intervention**

Can take a number of forms such as:

- Physically interposing between pupils.

- Standing in the way of a pupil.
- Holding, pushing and pulling.
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.
- In extreme cases, more restrictive holds may be used.

**Restraint must NOT be:**

- Holding around the neck or any other hold that might restrict breathing.
- Kicking, slapping, punching.
- Forcing limbs against joints (e.g. arm lock)
- Tripping or holding by the hair or ear
- Contact with sexually sensitive areas.
- Holding face down on the ground.

**Recording Incidents**

If the intervention does not include an element of force, it is not restraint and does not need to be recorded as such. It is essential that members of staff involved in incidents inform the head teacher orally immediately and complete a detailed report, as soon as possible after the event. The written report should include:

- The name(s) of the pupil(s) and the member of staff involved and when, and where, the incident took place.
- The names of other staff and pupils who witnessed the incident.
- The reason force was necessary.
- How the incident began and progressed, including details of the pupils' behaviour, what was said by those involved, the stops taken to defuse or calm the situation, the degree of force used, how that was applied and for how long.
- The pupil's response and the outcome of the incident.
- Details of any injuries suffered by the pupil, another pupil or any member of staff and of any damage to property.

Parents will be informed about the incident on the same day and will be able to meet with the Headteacher to discuss.

Staff may wish to seek advice from a colleague or from a representative of their professional body. They should keep a copy of the report.

**Post-incident review**

Very occasionally, emergencies might occur due to unforeseen circumstances that call for unplanned responses to prevent harm. In this case, there will be an immediate review with a risk assessment and a proactive plan setting out strategies and options, should the situation arise again. The rationale for the intervention, the experience of the child and staff involved, any restorative action and the impact of any action will be the focus of the post-incident review.

## **HERRIES SCHOOL USE OF RESTRAINT FORM**

**Name of Pupil(s) involved:**

**Name of Staff Member(s)  
involved:**

**When the incident took place:**

**Name of witnesses (staff, pupils,  
others):**

**Reason that the force was  
necessary:**

**How the incident began and  
progressed:**

**The Pupil(s) response and the outcome of the incident:**

**Details of any injury suffered by the pupil, another pupil, member of staff:**

**Details of any damage to property:**

**Staff may find it helpful to seek advice from their professional association or a senior colleague when writing a report:**

**Signed: ..... Print name: ..... Date: .....**