

St. Patrick's Catholic Primary School
Behaviour and Discipline

Statement of Intent

Our policy for behaviour and discipline has its foundation in the fundamental belief that teachers have the right to teach and children have the right to learn, without fear of interference, distraction, bullying, violence or other forms of disruption that may emerge as a result of the challenging behaviours evident in our society. It is the primary aim of St Patrick's that all members of our community feel valued and respected for their individuality, and that each person is treated fairly and given an opportunity to express themselves. The school expects all staff and children to behave in a considerate way to each other showing respect at all times. St Patrick's is a Catholic community built on the moral teachings of the Gospels and it is within this environment that our Behaviour and Discipline Policy finds its direction.

The Behaviour and Discipline Policy is designed to support all members of the school community in interacting and working together successfully, safely and happily.

The Policy is not intended as a system to enforce rules although 5 school rules do form the heart of the policy. These simple rules are intended to promote good relationships by setting the minimum standard of acceptable behaviour for our setting. The policy is a document to support good practise in the classroom, to clarify our understanding of acceptable and unacceptable behaviour and to promote good behaviour through good modelling and the development of positive self-esteem in our children.

We reward good behaviour and work from a system of positive reinforcement as we feel this will develop an ethos of co-operation, consideration and evaluation of behaviour by children and staff. We hope to deter anti-social behaviours by giving children a different example to follow. Our aim is to give children ownership of their behaviour from their entry to St Patrick's and realise that there are positive and negative consequences, which can result from our behaviour towards each other. We prepare children for this responsibility by teaching and reinforcing the appropriate behaviours from day one and by having a consistent approach to discipline issues. In this way children are always aware of the impact their behaviour will have and will know to expect the same response from all members of staff.

The school does not tolerate bullying in any form and we will act swiftly when a child or parent approaches a member of staff to share this concern with us. All children have the right to attend school free from fear of intimidation and staff have an open awareness of children who feel they are being bullied to ensure that any potential incident can be prevented or dealt with quickly. Observation and monitoring will take place and all necessary steps will be taken to end the perceived threat. We will work closely with the parents of the child who feels bullied and the alleged bully to ensure as much support as possible, the bully also needing support to eliminate their negative choice of behaviour.

The School Rules

The 5 school rules at St Patrick's are the backbone of our Behaviour Policy. Children are expected to follow these rules at all times and encourage other children to do the right thing by showing those positive behaviours.

The school rules are displayed prominently in each classroom and teachers are required to teach behaviours to meet the rules to ensure that children understand exactly what we expect from them. Children are reminded about the rules frequently and as they show appropriate/inappropriate behaviour will be referred to the rule their behaviour demonstrates or breaks.

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In addition to 5 school rules, there are 5 playground rules. These rules were established to bring a consistent approach to playtime/lunchtime discipline. The playground rules are directly linked to the school rules and reflect the environmental factors arising from being in the playground rather than in the school building. The rules for acceptable playtime behaviour are displayed in the playgrounds for constant reference.

All teachers are different in their style and teaching methods and we felt this needed to be reflected in our approach to behaviour management. Classrooms therefore also have a 'Class Charter', individual to that class which show the behaviours teachers want to see in their classrooms. Teachers should ideally negotiate these routines with the children as part of the ownership of behaviour that we promise. The 'Class Charter' is directly rooted in the 5 school rules and are a more specific expectation of our children. These routines do not contradict the school rules merely clarify them by actual examples of desired behaviours.

School Rules	Playground Rules
1. Keep your hands feet and objects to yourself.	1. Follow the supervisors' instructions straight away.
2. Follow instructions as soon as they are given.	2. Do not spoil other children's games.
3. Speak quietly to those around you.	3. Play games that do not hurt others.
4. Be kind to others by not swearing, spitting or calling them or their family names.	4. Try to resolve problems without fighting.
5. Think about your own behaviour.	5. When the second bell is rung line up quickly and quietly.

Rewards and Sanctions in General Situations

At St Patrick's we praise and reward children for following the school rules in a variety of ways. Every child has the opportunity to achieve individual or collective success in our system. The primary method of recording this is by the 'Good to be Green' behaviour boards in each classroom. The 'Good to be Green' system is celebratory, individual and collective and clear for children to understand. There is a 'Green Card' where children displaying acceptable behaviours are noted and consequences in the form of a 'Yellow Card' and 'Red Card' when children are displaying unacceptable behaviours. These behaviour are recorded in a Log Book.

We use appropriate sanctions for each individual situation and only when necessary, occasionally needing to use the serious measure of exclusion for extreme behaviours.

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In addition staff have other individual incentives to reward good behaviour such as certificates, table of the week and bonus house points etc. Our rewards outnumber our sanctions, as we feel confident that only a minority of children will progress along the negative route of the Behaviour and Discipline Policy. These rewards and sanctions are shown below:

<i>Good to Be Green</i>
Verbal praise for good behaviour/effort
'Good to be Green' all day = Sticker on bookmark
'Good to be Green' all week = Special Mention in Friday assembly and Raffle Ticket* earned for draw
'Good to be Green' each half-term = additional small rewards such as a GTBG pencil, wristband etc.

* All GTBG raffle tickets are put into a draw each half-term and the winning child receives a book of their choice.

House Points

All children in St Patrick's are in a house team. These teams compete weekly to see which house can collect the most points by Friday's assembly. The winning house wins the House Cup for that week and each child will receive a special house sticker.

House points are collected individually on Bronze, Silver, Gold, Platinum and Diamond Award Cards which link to our Achievement Cards. At the end of the year all the points are collected and totalled and the winning house gets its name inscribed on the House Cup and each member receives a small card.

Achievement Cards

Each child has an 'Achievement Card' which records the number of certificates they have received. When a child reaches their tenth, twentieth, thirtieth, fortieth and fiftieth certificate they are awarded with a special Bronze, Silver, Gold, Platinum and Diamond Certificate at a Friday assembly.

It is expected that ALL pupils will have achieved their Bronze Award by Christmas, their Silver Award by Easter and their Gold Award by summer.

Child who make an exceptional effort will then have the opportunity to achieve the more challenging Platinum and Diamonds Awards.

A Platinum Award earns a WHSmith Voucher and the top Diamond Award earns a special treat at the end of the year.

When each member of the class achieves their Bronze Award, the class is entitled to a non-uniform day.

When each member of the class achieves their Silver Award, the class is entitled to a school treat.

When each member of the class achieves their Gold Award, the class is entitled to a local out of school treat.

When a child achieves their Gold Award they become a 'golden' child and receive a golden pencil and have their name entered into the 'Golden Book'.

Star of the Week

Each Friday morning in assembly, a child from each class will be nominated as the 'Star of the Week'. This may be for a child who has followed the school rules or performed well academically. These children will receive a special certificate and pencil and their picture will be displayed on the 'Star of the Week' board.

Golden Time

A class can earn 'Golden Time' minutes throughout the week for the *whole* class displaying positive behaviour. These minutes (45 mins max) will then be awarded as time on a Friday afternoon when the

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class can choose to take part in extra creative/fun activities. Each class has a 'Golden Time' chart which records the current number of minutes the class has earned for the week. At Friday morning assembly, the class that has been judged to have lined up and moved around the school in an orderly and calm manner throughout the week will be awarded an additional 10 minutes 'Golden Time' to add to their current total.

Sanctions
Informal warning about behaviour by class teacher
Formal Warning by class teacher = 5 minutes 'Time Out' within own class and asked to think about their own behaviour (children time their isolation using timers in all classes) YELLOW WARNING CARD placed in child's place holder and recorded by TA.
10 minutes 'Time Out' in another class. Children are expected to complete a 'Time Out' sheet reflecting on their inappropriate behaviour. 'Time Out' sheets are to be signed by supervising teacher and returned to child's class after withdrawal. These sheets will be kept in the child's profile unless requested by BeCo or Head. RED CONSEQUENCE CARD placed in child's place holder and recorded by TA.
3 Entries in Log Book = Sent to the Headteacher/ Head of School or Assistant Head with their Behaviour Report. These children will miss their play the following day. Children may have certain privileges withdrawn e.g. loss of job for the day, 'Golden Time', their attendance at after school clubs. This will be at the discretion of the class teacher.
4 Entries in Log Book = Sent to the Headteacher/ Head of School or Assistant Head with their Behaviour Report. These children will miss their play the following day. Sanction Letter sent home. Children may have certain privileges withdrawn e.g. loss of job for the day, 'Golden Time', their attendance at after school clubs. This will be at the discretion of the class teacher. Behaviour Reports are seen by a member of the Senior Leadership Team which are then dealt with as a chain of consequences which become increasingly more serious:
1 st Behaviour report = YELLOW warning card from Head of School/Assistant Head (15 mins Sanction Time)
2 nd Behaviour report = RED warning card from Head of School/Assistant Head ($\frac{1}{2}$ day internal exclusion, referral to Headteacher, Letter sent home requesting a meeting with parents)
3 rd Behaviour report = Whole day internal exclusion in St. Patrick's
4 th Behaviour report = Whole day internal exclusion to St. Edmund's
5 th Behaviour report = 1 day exclusion from school
6 th Behaviour report = 2 days exclusion from school
7 th Behaviour report = 3 days exclusion from school
8 th Behaviour report = 5 days exclusion from school
9 th Behaviour report = exclusion from school (number of days at the discretion of the Headteacher)
10 th Behaviour report = referral to Head and Governors for consideration of behaviour reports and IBP's. Possible permanent exclusion from school or alternative provision may be considered.
* Children failing to return their 'Sanction Time' letter will be issued with a second copy. However, failure to return this issue will result in continual loss of break times until the letter is returned.

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Sanctions in Cases of 'Extreme Behaviour'

At St Patrick's we recognise that some behaviours will be more serious than others and these negative behaviours are too extreme to be dealt with under the normal sanction system. The 'Extreme Behaviour' list is events that must be brought straight to the attention of the Headteacher (and in his absence a member of the SLT). The Headteacher will select more appropriate sanctions for the severity of the behaviour displayed.

We feel the following are too extreme to follow the usual system:

1. Refusal to follow adult instructions
2. Refusal to follow the system of sanctions when asked
3. Leaving a classroom without permission from an adult
4. Leaving the school building without permission and an accompanying adult
5. Verbal and/or physical aggression to a member of staff
6. Fighting or encouraging a fight to happen
7. Theft
8. Racism
9. Bullying
10. False allegations against staff

Where there is an instance of the first 6 behaviours listed above, a parent (or next available contact) will be telephoned and asked to collect their child immediately to help maintain good order. If children are not collected they will receive an automatic 1-day suspension and this will be recorded on their pupil profile.

In the case of verbal/physical aggression towards a member of staff, there will be a more severe sanction to include fixed term exclusion.

Where a child leaves the school premises without permission and adult supervision, the police will be called and parents telephoned.

Where a child has to be restrained by a member of staff in order prevent injury to another child during a fight or for serious, single acts of aggression, a parent (or next available contact) will be telephoned and asked to collect their child immediately to help maintain good order. In certain instances a fixed term exclusion will also be issued, the length of which will be determined by the Headteacher.

Proven theft, racism, bullying and false allegations against staff will be dealt with by the Headteacher on a case-by-case basis but all are likely to incur fixed term exclusion.

Lunchtime Reward and Sanction System

In the same way there are separate rules for the playground setting, there are also separate rewards, which reflect the different behaviours seen. Lunchtime Supervisors reward children using a Red and Yellow card system. The Yellow cards are for positive reinforcement and children who receive one of these will have followed the lunchtime rules. Children who receive a Yellow card will receive a 'Raffle Ticket' which will be put into the monthly book draw.

Red cards are given to children who are not following the lunchtime rules as directed. Red cards are brought to the attention of the class teacher and dealt with accordingly.

Lunchtime Supervisors are expected to enforce the Behaviour and Discipline Policy during the lunch period. They will behave in a consistent manner and treat children with fairness and respect. In return we expect our children to treat Lunchtimes Supervisors with equal respect and follow their instructions immediately.

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The Senior Lunchtime Supervisor deals with all serious acts of misbehaviour. A decision will then be made about whether a member of the Senior Management Team (SMT) needs to be involved. The Senior Lunchtime Supervisor should record all serious incidents at lunchtime.

The Headteacher will request that children, who are a persistently disruptive force during lunchtimes, are collected and taken home for the lunchtime session and returned by the start of the afternoon session.

Management of Behavioural Difficulties

The implementation of the Behaviour and Discipline policy is the corporate responsibility of all staff at St Patrick's. If there is occasion to discipline a child, it will be done in accordance with this policy. However, certain members of staff have lead roles in identifying children with behavioural difficulties and ensuring that their needs are met in a way, which allows them and their peer group to access their curriculum entitlement.

The Behaviour Co-ordinator (BeCo) is responsible for behaviour management in the school. This includes monitoring and evaluating the effectiveness of the Behaviour and Discipline Policy, ensuring the consistent day to day operation of this policy, planning provision for children with identified behavioural difficulties, liaising with external agencies and arranging/leading staff INSET on behaviour issues.

The BeCo will make sure that all staff adhere to the reward and sanction elements of the policy and will devise an annual action plan to address short-term goals in developing our management of behaviour. The BeCo/Deputy liaises daily with the Headteacher and Learning Mentor on matters of behaviour and is involved in all decisions relating to the use of serious sanctions. The BeCo/Deputy provides support for staff when dealing with these challenges in their classes.

The BeCo is a member of the Senior Management Team (SMT). The named BeCo at St Patrick's is: Mrs A. Downes

It is the responsibility of the Headteacher, under the School Standards and Framework Act (1998) to implement the school's Behaviour Policy consistently throughout the school and report to Governors at regular intervals on the effectiveness of the policy. The Headteacher is responsible for the health, safety and welfare of staff and pupils. The Headteacher devolves areas of behaviour management to BeCo/Deputy Head. The School works closely with the Behaviour Support Service (BSS) and Educational Psychiatrist (EP) voluntary organisations that work on anger management, peer relationships and other forms of behaviour correction. The Headteacher keeps records of all serious behaviour infractions and the Deputy keeps a record of all children who attend 'Sanction Time'. The Headteacher has ultimate responsibility for all fixed term exclusions.

Class teachers are responsible for the daily classroom management of behaviour and discipline and they will ensure that school rules are taught and enforced and that their class behave in an acceptable manner during lessons and when moving around the school. All teachers at St Patrick's have high expectations of pupil behaviour and believe that good discipline is vital for our children to perform to the best of their ability. Class teachers are expected to monitor and complete the class 'Sanction Time' sheet and hand it in to the BeCo at the end of each week. Staff also complete 3 and 4 tick Behaviour Reports when necessary. Class teachers who have concerns about a child's behaviour can make a referral to the BeCo. Teachers and parents maintain good contact to share information about progress.

At St Patrick's we have a Learning Mentor (LM) funded by the Excellence in Cities budget. The Learning Mentor's remit is to impact 'barriers to learning' including the promotion of acceptable behaviours. The LM is responsible for our PATHS Programme (Providing Alternative Thinking Strategies) and this has been embedded in all classes and is used for the development of self-control, emotional awareness, and interpersonal problem-solving skills. The Learning Mentor also liaises with

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the BeCo/SENCo and class teachers to ascertain which children will benefit from her intervention and how best to make the provision. Children working with the LM will have targets to achieve or will receive pastoral intervention in line with the LM's open door policy for children who need her. The LM keeps in contact with parents of the children that she is working with to consolidate targets and show children the 3-sided support mechanism of school-parent-peers in action. The named Senior Learning Mentor at St Patrick's is: Miss L. Sergent.

We welcome and promote the involvement of parents in helping us to embed this policy and at the point when a possible problem is detected parents are invited into school to discuss strategies to approach the difficulty. Parents are informed by letter if their child has had their name and 4 Ticks on the Sad Side and they are expected to return a reply slip to indicate they have seen the letter and are aware of their child's behaviour on that day. Children who have a behaviour related Individual Education Plan (IEP) will have regular reviews where parents will be invited to discuss their child's progress/targets more formally. At the start of each academic year all parents are invited to a Home-School Agreement meeting where our expectations of behaviour are made clear. Parents can voluntarily sign our Home-School Agreement to acknowledge their support of the Policy and their commitment to consolidate the school rules at home. We would hope that parents would support school when reasonable sanctions have been used following their child's behaviour but where parents are unhappy they should contact the child's class teacher. Where a concern remains the Behaviour Co-ordinator (BeCo) is available by appointment to talk through sanctioning decisions with parents. The Headteacher will see any parents who are still concerned by the sanctions received by their child.

The Governing Body is responsible for agreeing the contents of this policy and supporting the school and the Headteacher in its aim of attaining good order and discipline. The Governing Body may give advice to the Head teacher on individual issues and when issuing fixed term exclusions. The Governing Body is always involved when there is a danger of a child being permanently excluded (see exclusions section below).

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for 1 or more fixed periods, for up to 45 days in any school year. The Headteacher can also permanently exclude a child or turn a fixed term exclusion into a permanent exclusion if circumstances warrant this.

At the decision to exclude a child the parent is informed immediately and the Head gives reasons for the exclusion. At this stage the Headteacher clarifies the parental right to appeal against the decision to the Governing Body. The way to appeal will be explained to parents and the Discipline Committee will consider any appeal. The Discipline Committee has 3-5 members.

The Headteacher will also inform the LA and the Governing Body about the exclusion. The Governing Body has no power to exclude a child or extend an exclusion already made by the Headteacher. When the Discipline Appeal Committee meet they will consider all evidence surrounding the exclusion, any representation made by the parents and the LA. They will then decide whether the pupil should be reinstated or the exclusion upheld. The Discipline Committee's decision on the appeal is final and must be adhered to by the Headteacher.

In keeping with our policy of inclusive practise at St Patrick's we search for all possible strategies to avoid permanent exclusion, including managed moves and part time education.

Identification, Assessment, Record Keeping and Review of Children with Behavioural Difficulties

St Patrick's use staff referrals, parental concerns and ongoing monitoring (e.g. 'Sanction Time') as a basis for identifying and working with children who display challenging learning, emotional and/or conduct behaviours.

We expect all children to have occasional events of behaviour, which is not the norm, and in most situations the reward and sanction system is effective in helping these children to conform and address their behaviour. For those children who are unable or unwilling to follow the school rules we draw up a behaviour related Individual Education Plan (IEP) which is monitored and reviewed regularly by the class teacher, BeCo and SENCo. The school make seek the advice and support of the Behaviour Support Service (BBS) at this point. In our SEN Policy these children are deemed to have a Special Educational Need since they require extra support to access a broad and balanced curriculum independently, their achievement being hampered by the negative behaviours they exhibit in class.

IEP's form part of the SEN records of St Patrick's children and are also covered by confidentiality. The BeCo and SENCo keep a copy of the IEP's for each identified child. Some children will be working on plans with the Learning Mentor and the Learning Mentor will keep these records. IEP's will be shared with BSS, Educational Psychologist, the LEA on request (eg: prior to Statementing) and any appropriate person authorised by a parent (e.g. Clinical Psychologist, doctor or Psychiatrist). Record keeping is kept to a manageable minimum for staff. They are expected to manage individual children's behaviour charts (usually a smiley face system to determine if targets have been met or not), The BeCo writes all behaviour related IEP's in consultation with classteacher and the BSS, where appropriate.

The BeCo aims to be a supportive, critical friend with strategies and resources available to make teachers better behaviour managers. The BeCo is meant to focus teachers towards a reflective assessment of their practice, to encourage all teachers into open debate about behaviour and share good practice in our setting. The BeCo will organise INSET and disseminate skills to staff to increase their professional awareness of behaviour management strategies.

Restraint of Pupils

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Appendix 1 of this policy is an explanation of the reasonable force we are allowed to use, in which circumstances and the named members of staff who have been delegated to do this by the Headteacher. In all instances of a restraint being made by a member of staff, a Serious Incident/Restraint Proforma must be completed and given to the Headteacher and BeCo and a copy kept by all staff involved.

Allocation of Resources

The Governing Body has a policy for the allocation of resources beginning with the school budget share, and how this money is apportioned is dependent on school priorities as identified in the School Development Plan. (SDP) The budget and allocation of resources is included in the Governors report to parents annually.

There is no set capitation for Behaviour Management on an annual basis and the BeCo requests money for resources as the need arises. This is usually spent on anger management resources, peer interaction activities, social skills resources and motivational aids (stickers, certificates, circle time resources and rewards etc).

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Monitoring and Evaluation of Behaviour and the Behaviour and Discipline Policy

The BeCo/Deputy and Headteacher monitor all aspects of behaviour management and discipline practice at St Patrick's. The BeCo/Deputy checks classrooms to ensure that all possible positive reinforcements are being used and that a 'Time Out' area exists. The Head and BeCo/Deputy observe teachers in the act of disciplining and rewarding children to ensure consistent application of the main premise of the policy- positive reinforcement/ praise.

Children's SEN files provide an ongoing means of monitoring the intervention children have received from the BeCo, class teachers and external agencies.

This policy is on an annual monitor, evaluate and review cycle running from September to July. All staff are involved in the review process. Rewards and sanctions may be updated and adapted more often as changing school circumstances dictate.

Success Criteria of this Policy

This policy will be deemed to be successful if the following areas are improved as a result:

- There will be a significant reduction in lunchtime incidents brought to the Senior Leadership Team.
- Children on behaviour related IEP's will show continued improvements in their behavioural weaknesses and some children will no longer need formal intervention as a result.
- There will be increased opportunities for staff to access high quality INSET on themes surrounding behaviour management.
- Teachers will increase the amount of informal contact they have with parents to discuss behaviour issues ensuring parents are fully involved in their children's education.
- There will be a 80% attendance rate for behaviour related meetings, including reviews.
- The Governing Body will observe the Behaviour and Discipline Policy in practise to assist their decision-making abilities in matters of behaviour.

Appendix 1

The Use of Force to Control or Restrain Pupils

Authorisation

The 1996 Act allows teachers to use reasonable force to control or restrain pupils.

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain pupils. They fall into 3 broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall into category 1 and 2 include:

- pupils attacking members of staff
- pupils fighting
- pupils engaged in or on the verge of committing deliberate damage or vandalism to property
- pupils causing or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials/objects
- pupils running in a corridor or stairway in a way in which they might cause or have an accident likely to injure themselves or others
- pupils absconding from class or from the school (only if they would be at risk if not kept in the classroom)

Examples of situations that fall into category 3 include:

- pupils persistently refusing to obey an instruction to leave the classroom
- pupils behaving in a way that is seriously disrupting a lesson

Reasonable Force

There is no legal definition of reasonable force, so it is not possible to set out comprehensively what degree of force may be deemed reasonable. Each situation will create a set of circumstances that will determine the amount of force, if any, to be used.

- The use of force can only be regarded as reasonable 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 the use of physical force. If the situation can be solved without force it must be and force must not be used to prevent a trivial misdemeanour.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used must always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force and the degree used will also be affected by the gender, age and comprehension of the child involved.

Practical Considerations

Before intervention all low level alternatives to de-escalate the incident must be attempted. The teacher should tell the child to stop and what the consequences will be if they do not comply. There should be continuous communication from the teacher throughout any incident to calm the child and to bring an end to the restraint at the earliest opportunity.

At St Patrick's we will wherever possible restrain children in pairs for safety and staff protection, only in an emergency will a solo restraint be attempted and a reliable child will be sent for assistance

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as quickly as possible, preferably a member of the SMT but any member of staff on the authorised list. Before a restraint is made all other pupils should be cleared out of the way to prevent injury and if the child is larger than the teacher no attempt will be made at physical contact until other staff arrive to support the situation. Teachers alone with a larger or unstable child should talk to them and continue to de-escalate while keeping a barrier between the child and other pupils.

Application of Force

Staff will only employ the techniques demonstrated to them by the Team Teach professionals. This physical intervention can take a variety of forms, including:

- physically blocking a pupils path
- moving in between two pupils
- holding
- leading a pupil away by the hand or arm
- placing a hand in the centre of the back to shepherd them away from an incident
- Restrictive holds (Team Teach techniques)

In *exceptional* circumstances where there is an immediate danger or risk of injury the staff member may need to take any reasonable steps, consistent with 'reasonable force' to prevent an incident escalating or occurring (eg. Stopping a child running into a busy road or preventing a child assaulting another pupil).

Staff should not employ the following forces, which could be expected to cause injury:

- holding pupils around the neck, by the collar or in any way that may restrict breathing
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ears
- holding a pupil in a hold face down on the floor

Staff should always avoid all touching or holding a child in a way that might be considered indecent.

Recording Incidents

The school records all incidents that are serious in nature and/or those where a restraint has been used. Immediately after the incident, the "Serious incident/Restraint Record" must be completed by all staff involved in the incident. The blank proforma is in the staff room for photocopying. A member of the SMT must be made aware of the incident straight away and union representatives should be informed that you have restrained a child and the nature of the incident. Copies of the serious incident proforma must be given to the BeCo, Headteacher and a copy for all staff involved. Unions may require an additional copy for their records. The Headteacher or BeCo will telephone and/or write to parents of children who have been restrained and they will be invited in to discuss the incident.