



## **Parklee Behaviour Policy – Reviewed and Updated Oct 23**

### **Introduction**

Everyone at Parklee Primary School has a part to play in promoting and maintaining high standards of behaviour. We employ a very positive approach to promoting good behaviour by encouraging children to make good choices. We are an Emotionally Friendly School.

We have high expectations of our children's behaviour at Parklee, as set out in our core values and school rules. Fundamentally, we believe that children are responsible for their own behaviour and that children, staff and carers should work in partnership to help them develop the skills, dispositions and attitudes to manage their behaviour successfully in school and out, preparing them for their life after school.

This policy outlines the therapeutic approach to behaviour management we employ in school. The approach was developed by staff, governors and children at Parklee.

We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

We want children to learn that their behaviour has consequences, that these consequences can be good or bad. We want children to learn to value their good behaviour because of the positive consequences that come directly from it e.g. – being successful in lessons, having positive relationships with peers.

We know children and adults will make mistakes in their behaviour. They will learn best from these mistakes if they are helped and supported to understand why their behaviour was wrong, what happened as a consequence, and what they can do to put it right. We use a restorative approach for dealing with conflict to help children understand this, we try to make the consequences link directly to the inappropriate behaviour. We avoid punishments that try to make the child feel bad, lower their self-esteem as this then creates more negative feelings, making it more likely children will behave badly in the future as they do not understand and know how to correct the behaviour.

All adults working in school have the authority and the responsibility to implement this behaviour policy.

We are a nurturing school we believe all behaviour is a communication. This informs all we do, we also have specialist nurture provision for our most vulnerable pupils. We work together to support all children, underpinned by kindness.

The following pages give more detail about all the above.

## **Values – A Statement of Principles**

The behaviour we expect from children and all members of our school community come from what we value. Our values also shape how we manage behaviour in school.

At Parklee our core values are:

**P – Positivity**

**A – Aspirations**

**R – Resilience**

**K – Kindness**

**L – Loyalty**

**E – Empathy**

**E - Excellence**

Our Mission Statement is **ENJOY, ENGAGE, EMPOWER!** This, along with our core values are at the heart of everything we do at Parklee.

## **Rights and Responsibilities**

Rights	Responsibilities
Children have a right to learn.	Children have the responsibility to try their best at all times, to allow others to learn and not disrupt teaching.
Teachers have a right to teach without their lessons being disrupted.	Teachers have a responsibility to provide an exciting, dynamic and challenging curriculum for children.
All have a right to be listened to and respected.	All have a responsibility to listen to others and act with respect.
All members of the school's community have a right to feel safe and secure.	All have a responsibility to behave in a way that allows everyone to feel safe and secure.
All have a right to work in a positive learning environment.	All have a responsibility to show courtesy and consideration towards each other.
Children have a right to be guided and supported with their behaviour.	Children are responsible for their own behaviour and follow our rules.

## **Parklee Rules**

At Parklee we have two rules. These give us boundaries for our behaviour to help us meet our responsibilities and secure our rights.

### **1. Treat everyone how you want to be treated**

We can do this by being respectful. By being honest and reliable. By being friendly, kind and helpful.

### **2. Always be the best we can be!**

We can do this by showing respect to everyone, listening carefully, working hard in lessons and attending school regularly and on time.

## **Behaviour as a Choice**

We want our children to make good choices about their behaviour and understand that the choices they make have consequences for themselves and others.

We recognise that there are behaviours that are '**conscious behaviours**' – ones which we choose. These are behaviours that are the result of thought or planning. For example – a child who uses disruption when faced with a difficult task may choose to shout out continuously if they think they will be asked to leave the classroom. The child may have no motivation to stay and complete the difficult task, so they may prefer the consequence of leaving.

Some behaviours are '**subconscious behaviours**' – ones which choose us. These are behaviours which present without any thought or planning. For example a child who has got the answers wrong in class and feels embarrassed may experience rapid anxiety when faced with a similar situation. They are unable to manage these feelings (which can look like they 'flip the lid') which may drive a subconscious fight or flight response. This can also happen when children are managing big feelings and are over-whelmed.

Young children learn through schemas (units of information) and play. This is where they may continually repeat an activity such as throwing toys in order to process information. It may have nothing to do with challenging authority and everything to do with knowing where the toys may land.

Before dealing with behaviour, staff will need to consider which type of behaviour the child is displaying and respond appropriately.

## **Zones of Regulation**

As part of our curriculum we follow the principles of Zones of Regulation. This allows children to develop emotional self-understanding and self-regulation. We believe this is key to help children learn to understand the connection between their sensory systems, their emotions and the ability to relate in the world. This is a critical factor in supporting children's behaviour.

## **Consequences of behaviour**

We aim to make consequences of behaviour natural and logical.

Positive behaviour or 'pro-social' behaviour, is behaviour that enables all children and staff to have full access to their rights and where everyone is fulfilling their responsibilities.

The natural consequences of this behaviour are rewards in themselves to create a happier, positive learning environment.

For example, the natural consequence of listening well in class are hearing what the teacher is saying and therefore understanding the lesson and making good progress. The other children are also able to focus well on the lesson and make good progress and the teacher is able to focus on the teaching.

We want children to recognise these positive consequences, link them to the choices they are making about their behaviour and value the positive consequences as a reward in itself.

We might reinforce this idea through clear feedback and praise e.g:

*'Well done, you have all listened and concentrated well today and so we have all learned....'*

*'I noticed that you did really well with.....'.*

Staff will teach children the positive feelings pro-social behaviour creates, by asking them to notice when something has gone well.

We also use rewards such as stickers, Class Dojo points, raffle tickets, certificates etc. but are careful not to allow these to be used as a 'bribe' rather than a reward. Staff may reward children with stickers and certificates etc. to take home and share their success with families. These will be part of staff noticing pro-social behaviour – e.g:

*'I have seen you putting a great deal of effort into your writing this week...'*

*'I noticed you holding the door open for...'*

These rewards should be unexpected, but specific for the child to understand why they have done well.

**Reward System:**

Daily	Less frequently (weekly/monthly)	Over and Above
<ul style="list-style-type: none"> <li>• Class Dojos</li> <li>• Praise - be specific, name the child, name the 'behaviour'</li> <li>• Stickers - on work, on themselves, on a card.</li> <li>• Chosen One - to help the teacher, first to leave the room, given a job.</li> <li>• Free time (allowed to choose activity, extra computer time).</li> <li>• Star pupil /special chair/ cushion/ bear</li> <li>• Prize from a prize box</li> </ul>	<ul style="list-style-type: none"> <li>• Dojo achievement awards</li> <li>• Weekly certificates and prizes presented in class</li> <li>• Postcards or phone calls home from a teacher.</li> <li>• Class treats</li> <li>• Sent to other classes DHT//HT to show good work.</li> <li>• Hot chocolate/afternoon treats with DHT</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations of certificates, prizes and outside achievements during weekly celebration assembly.</li> <li>• Postcards or phone calls home from a senior leader.</li> <li>• Being identified for a place in for treats with DHT/HT</li> </ul>

Staff will use the following strategies to promote positive behaviour:

- **Relationships** – building strong relationships with children is central to managing behaviour. This is achieved by making all interactions positive, including dealing with anti-social behaviour as outlined in this policy. It is also strengthened by taking an interest in children (e.g. knowing what interests them inside and outside of school), greeting the children positively when they enter the classroom in the morning.
- **Role modelling** – behaving positively, respectful and courteously at all times to other adults and children, including when dealing with conflict.
- **Consistency** – children can feel confused if they are not clear on the expectations.
- **Scripts and routines** – this helps children feel safe, develop life skills and build healthy habits. It can reduce stress and make the day run more smoothly.

- **Positive phrasing** – to provide clear messages for cooperation, demonstrate mutual respect, build trust and be a good role model.
- **Now and Next** – this can visually support children with anxiety who may not understand what was happening or expected
- **Planning** – encouraging the children in making positive decisions themselves
- **Rewards and positive reinforcement** – motivate the children to keep trying
- **Comfort and forgiveness** – reduce anger, encourage compromise and forge meaningful relationships

## Managing Inappropriate Behaviour

We aim to teach children to meet their responsibilities and follow the school rules both in and out of school. We recognise that people make mistakes with their behaviour.

We aim for children to learn about the consequences of their mistakes so that they are motivated to correct them in the future. This happens best when the consequences are related to the harm caused and the necessary steps to prevent further harm.

We recognise that we need to use two kinds of consequences.

### Protective Consequences

These are a removal of freedom in order to manage harm and may include

- Increased staff ratios
- Limited access to outside space
- Adjustments to playtimes
- Being escorted in social situations
- Use of different teaching spaces
- Internal, Fixed Term or Permanent Exclusion
- Access to a more suitable education provision

### Education Consequences

These are for the learning, rehearsing or teaching of children so their freedoms can be returned and may include:

- Completing tasks as requested
- Rehearsing 'Pro Social' behaviours
- Assisting with repairs or clean up
- Educational Opportunities
- Restorative meetings to make amends

For example, the consequence of talking while the teacher is talking is:

1. Not hearing what the teacher is saying so not understanding the lesson and not following instructions.
2. Preventing other children from hearing what the teacher is saying

3. Distracting the teacher causing them to have to stop the lesson to ask the child to stop talking

Other negative consequences may follow if the behaviour does not stop so we :

4. Ask the child to move to a different part of the classroom where they will not be tempted to talk.
5. If the behaviour still continues, the child may be asked to do their work in a different space supervised by an adult.

These consequences are not viewed as sanctions or punishments – they are the natural, logical consequences of inappropriate behaviour. Staff may use the phrase:

‘You were not safe, *so obviously* you cannot be on the playground *until* we know you can behave safely’.

The consequence should have an end point, which the child needs to understand and know what they need to do to repair what has gone wrong.

For children to learn to take responsibility for their behaviour and its consequences, staff will generally work through the following process to help children adjust their behaviour before the negative consequences build up:

1. Re-directing children to the right behaviour
2. A clear reminder about the rule being broken
3. A clear choice about the negative consequence that will result if the behaviour continues
4. Implementation of any action needed to stop the behaviour and prevent further negative consequences (e.g. moving the children to different part of the room)
5. Teaching children the pro-social behaviour they need in order to repair what has gone wrong. This may mean working with them on walking safely, or gradually re-introducing them to the playground over a period of time in order for them to be successful.

### **Dealing with low level Anti-social behaviour**

For the majority of children, a clear reminder about the right behaviour is appropriate and sufficient for the child to correct their behaviour. Some anti-social behaviour is driven by the need for attention or seeking connection. In their circumstances staff will, where possible, ignore the low-level behaviour and take the first available opportunity to connect with the child and praise children behaviour in a pro-social way.

When addressing anti-social behaviour, staff will not draw attention to the child in shameful way, they will speak very quietly to the child or wait until the lesson has finished to talk to them. **(PIP & RIP – Praise in Public, Reprimand in Private).**

Staff may tell the child their expectations of them by the end of the lesson. They may need to regroup the rest of the class away from the child, either inside or outside the class, telling the child to re-join them when they are ready.

Some general principles for discussing behaviour with a child are:

- Talk through the behaviours and notice which rule they have broken.
- Give children a clear expectation of behaviour. For example: 'Next lesson you will concentrate on your work and leave your pen on the table'.
- Talk through logical consequences if the behaviour continues
- Ask the child if they need any support in stopping the behaviour. 'Is there anything I can do to help you stop tapping the pen?'
- Staff will ensure they notice any pro-social behaviour – give the child a quick re-assurance that you have noticed as soon as you can. For example, if the child has not tapped the pen at the start of the lesson, quietly say 'well done'.

### Dealing with Higher Level Anti-Social behaviour

Below are some examples of how the approach may work

- Remember that conversations with children should be phrased positively and be done in private to not draw attention to any unwanted behaviour and avoid shaming the child.
- For the majority of children, the first few steps are likely to result in a pro-social behaviour
- Some children will need a different response to that in the example outlined below to get a positive response, e.g. more time spent using the earlier steps
- Teachers may have specific strategies for specific children e.g. they may have decided to ignore certain behaviours to try to extinguish them. It is important this is communicated to support staff who work with those children on a regular basis
- Some children will have an SEND Passport / Risk Management Plan detailing a specific way to manage their behaviour.

### In the classroom – behaviour that is stopping children learning or child is not on task

1. Redirect child to the right behaviour/task
2. Give a clear, positive reminder and expectation of work/behaviour
3. A clear reminder of the positive consequences of the right behaviour – e.g. 'if we all focus for ten minutes that we will have all completed the activity'.
4. A clear reminder about the rule being broken
5. A clear reminder of the negative consequence that will result if the behaviour continues e.g. – if you carry on.... Then you and the other children won't have learned..... Would it help to sit at a table while we are on the carpet/move to a different table to finish your work?
6. Move child to an alternative space
7. If work is not completed by end of lesson, child will complete at either playtime or take home to complete. Explain that it is important that the work is done so that the child has learned what the other children are learning.



8. If child refuses to follow re-direction seek support from learning mentor/ SLT – staff will ensure parents are told if this has happened and work together to support the child.

### In the playground

1. Redirecting children to the right behaviour
2. A reminder about the positive consequences of the right behaviour
3. A clear rule reminder – e.g. Remember to keep hands and feet to ourselves
4. A reminder of the negative consequences that will result if the behaviour continues
5. Send child to play in a different part of the playground
6. Staff member asks child to stay with them until they have calmed down and are ready to behave appropriately or go through the restorative type questions.
7. If child refuses re-direction, seek support from class teacher/SLT/Learning mentor

### **Dangerous Behaviour**

This is where the child is behaving in a way that could cause harm to themselves or others. If the children will not remove themselves from the situation and take themselves to a place to calm down safely, then staff endeavour to remove other children and adults away and send for help from learning mentor/ SLT/ AHT/DHT/HT. (see getting support from other staff and severe challenging behaviour)

### **Restorative Approaches to Behaviour Management**

Where possible and appropriate, we aim for the child to be able to ‘put right’ something that has happened because of inappropriate behaviour – e.g. by cleaning a desk they may have written on. It is important that this is not view as a punishment but as a positive behaviour that helps to make good the damage done.

As a school we believe that a ‘**restorative approach**’ to behaviour management gives children and opportunity to learn that unacceptable behaviour is damaging to the well-being of themselves and others. The approach gives children an opportunity to accept responsibility for their actions, problem solve the solution, repair as best they can any damage, help mend the damaged relationship and learn how to put right their behaviour in the future.

At the centre of the approach are the following questions, some or all of which will be used to help children talk about an issue.

1. What happened/What’s happening?
2. What were you thinking/feeling at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what ways have they been affected?
6. What do you think needs to happen next?

The questions give the children the opportunity to work out a solution for themselves with the support of an adult or peer mentor.

### **Staged responses and consequences:**

<b>Steps</b>	<b>Actions:</b>
Reminder	A reminder of the rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue.
Last chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour. At this step ask the pupil to stay behind for 5 minutes.
Time in	This is when a pupil may need to regulate. This can be sat in a different part of the classroom, in a buddy class or supported by the pastoral team/SLT. This may mean they have to miss playtime. A consequence of the behaviour is given at this point.
Repair	This may be a quick chat at break / lunch or a more formal meeting. Strategies are given to repair – tidy the area, apologise, calming strategies etc. The behaviour will then be monitored by SLT at frequently agreed points across the week.

### **What we do not do**

We will not help a child improve their behaviour by lowering their self-esteem – therefore we do not shout at children or take actions that label them as bad or naughty, nor do we publicly shame them. For this reason we do not use such systems such as ‘traffic lights’ or writing children’s names on the board to record warnings. The original underlying purpose of these systems – to remind children that they have had a reminder about their behaviour - is just as easily achieved by talking to the child. Using a firm and authoritative voice is not the same as shouting.

We aim for our dealing with inappropriate behaviour to be fair, just and consistent. For this reason we do not use group punishments – where a group of a children may face a negative consequence due to the behaviour of one or two children.

It is the responsibility of every adult at our school to care for and seek to understand the reason why a young person is presenting problem behaviour and to change the circumstances in which behaviour occurs.

### **Getting support from other staff**

At times other staff may be needed to help manage a child's behaviour. This may be because:

1. An issue needs to be dealt with immediately and the first member of staff dealing with the issue is not in a position to deal with it at that moment.
2. Behaviour is preventing a lesson, or is presenting a danger to the child or others and is not stopping despite the staff members best efforts.
3. The nature of the situation requires more than one staff member
4. The staff member is unsure what to do and needs some help
5. The staff member is feeling upset, distressed and angry and does not feel able to appropriately manage the behaviour at that time.
6. The child has a behaviour plan and other adults have specific roles outlined in that plan
7. The child may have a good rapport or long standing relationship with a specific member of staff who will be the best person to support in that situation.
8. The behaviour raises Safeguarding concerns and therefore needs the involvement of one of the Designated Safeguarding Leads.

When seeking support from another member of staff, care should be taken not to undermine your own authority or credibility for dealing with behaviour in the future. Thinking about the language you may use is important when asking for help.

For example:

A child is disrupting lessons by shouting out and won't stop. The teacher has told the child to take their work to the next classroom to complete. The child refuses to go. The teacher sends for a member of SLT – when they arrive they say *'Thank you for come Mrs / Mr/ Miss \_\_\_\_\_. Can you take the child to the classroom next door while I teach the rest of the maths lesson?'*

This shows the teacher is in charge of the situation not the SLT member. This is much stronger than saying *'The child is refusing to leave the class even when I said I was going to send for you'*.

Please remember – Children should not be sent to a more senior colleague as a punishment or for a ‘telling off’. This is because:

1. If we do this it undermines our own authority and makes it more difficult for us to manage behaviour of that child in future
2. It tells the child ‘you might not do the right thing for me, but you will do if for your colleague’
3. It says ‘My colleague is more important than me, their telling off matters more than mine’
4. It may damage relationships with members of staff and children

### **Severe Challenging Behaviour**

The following behaviours need to be reported to AHT/DHT/HT

- Physical violence or verbal abuse to an adult
- Regular violence or abuse to other children
- Prejudiced related abuse or any other discriminatory behaviour
- Damage to school property

Staff may decide that a child will be isolated for a limited period either from their class by working in another class or on their own away from other children. The child may need a risk assessment plan to help with their behaviour or a Pastoral Support Plan (PSP).

When responding to harmful behaviour adults need to keep a cool temperament, repair, reflect and restore. Adults need to decide if they are the best person to deal with the situation based on relationship, their feelings and emotions and past experiences with the child. If in doubt – pass on to another staff member.

Adult’s responses to behaviours that challenge will aim to de-escalate the behaviour through one of the combination of the following

- Positive phrasing e.g. – ‘stand next to me’, ‘put the toy on the table’, ‘walk beside me’.
- Limited choices e.g. ‘put the pen on the table or in the box...’, ‘when we go in Lego or drawing...’ This allows the child to have some control.
- Disempowering the behaviour e.g. ‘you can listen from there’, ‘come and find me when you have cooled down’.
- Use of De-escalation scripts e.g. always use the child’s name
- Acknowledge their right to their feelings e.g. I can see something is wrong. Tell them why you are here ‘I am here to help, keep you safe’.
- Offer help – Talk to me and I will listen. Offer a ‘get out’ Come with me and .....

We understand once a child has lost control of their emotions it can take approx. 45 minutes to make appropriate choices. It is the adult’s job to regulate the child and keep everyone safe.

## **No Hitting**

Physical violence to another child will not be tolerated under any circumstances.

It is important for all children to learn to resolve conflict safely and calmly this is what underpins the restorative approach to behaviour management. As appropriate, for some children an Individual risk management plan may be needed to help the child manage their behaviour.

## **Interventions**

For some children, behaviour management and responses need to be personalised and designed to a much greater degree to meet the specific additional needs of the individual child. To enable change, we need and ultimately the child needs to understand the causes of the behaviour, not just suppress it.

For those children who need additional support to manage their behaviour we use nurture provision, anger management, drawing and talking therapy, therapeutic interventions, CBT for kids, anxiety work and help the child to understand the influences on behaviour.

We use CPOMS to monitor behaviour – this needs to be recorded using the **ABC** idea:

**Antecedent** (background/ context)

**Behaviour** (what the child did?)

**Consequence** (what did the adult do?)

They can form a useful way to find patterns in behaviour and identify support that works.

Children who may need a Risk Management Plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some kind of intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will

- Take into consideration the times and places. Lessons that give the learner greater anxiety or triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and measures that will lower the learners anxiety and enable the learner to show positive behaviours at school
- Give clear de-escalation strategies and scripts that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
<p>Safety Cues in all aspects of school life:</p> <ul style="list-style-type: none"> <li>- Soft start to the day for all.</li> <li>- Meet and Greet just inside the classroom <ul style="list-style-type: none"> <li>- Staff who are warm, empathic, playful and curious (PACE: Playfulness, acceptance, curiosity and empathy)</li> </ul> </li> <li>- Interaction with children that ensures social engagement</li> <li>- No shouting practice across school (unless a child is in danger) A firm tone when necessary is not the same as shouting</li> </ul>	<p>Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.</p>	<p>An emotional available adult is allocated for daily contact.</p>
<p>Children, staff and parents sign the home-school agreement.</p>		
<p>Staff relationships are strong and interactively repair occasions when they may have become defensive.</p>	<p>Staff work with parents through a home-school diary</p>	<p>Staff work with parents and other agencies, if appropriate, through regular meetings.</p>
<p>Scripted interventions Restorative conversation</p>	<p>Restorative conversation</p>	<p>Restorative conversation</p>
<p>Provide stress regulation strategies during the day, particularly during transitions eg: Mindfulness music, breathing and peer massage.</p>	<p>‘Time-in’ with an adult to regulate.</p>	<p>‘Time-in’ with a key adult to regulate.</p>
<p>PSHE and Intervention groups within the classroom</p>	<p>Small Targeted groups – including Nurture provision provided by the Pastoral Team</p>	<p>Targeted Support – including Nurture, Play therapy. Horse therapy etc</p>
<p>Completion of Boxall Profile if needed by class teacher and yearly reviews</p>	<p>Termly reviews of Boxall profiles</p>	<p>Completion of Motional questionnaires and ACE surveys (if appropriate) – termly reviewed.</p>
	<p>Solution Circles are used to develop a review of a child’s behaviour</p>	<p>EP Assessment</p>
	<p>Individual Behaviour Plan (IEP) and targets are in place.</p>	<p>PSP (Pastoral Support Plan) is completed with LA support.</p>
	<p>Positive Handling Plan (PHP) is in place and reviewed regularly.</p>	<p>PHP is in place and reviewed regularly</p>
	<p>Risk Assessment completed by SLT</p>	<p>Risk Assessment completed by the Local Authority Officer</p>
	<p>Support with referrals to paediatric support.</p>	<p>Referrals to Occupational Therapist, SALT etc</p>

## **Confiscation**

Staff have the authority to confiscate a child’s property if it is interfering with their learning or another child’s learning, it is thought to be a potential Health and Safety risk or it has previously been prohibited from being brought into school. The adult confiscating the item

will usually give it to the class teacher or a member of SLT for safe keeping. In most instances the item will be returned to the child at the end of the day, or if appropriate to the child's parent/carer at an arranged time.

Mobile phones which are brought into school need to be handed to the class teacher at the beginning of the day and turned off. Children only need to bring mobile phones if they are walking home alone. They will be locked away and given back at the end of the day. The school cannot accept responsibility for the loss of any child's property that is brought onto school premises.

Staff have the authority to search without consent for certain 'prohibited items' a full list can be found in the DFE guidance, 'Behaviour and Discipline in Schools'. [Behaviour and discipline in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Legislation sets out what must be done with prohibited items found as a result of a search – all items found must be reported to SLT.

### **Powers to use reasonable force**

Members of staff have the power to use reasonable force to restrain or remove a child from a situation to prevent the child committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is extremely rare and will only be used when all the other strategies have been considered and the member of staff judges that there is no other options available.

For some children, the risk reduction plans will include plans for physical intervention. Where this is the case, the planned intervention will be

- Agreed in advance by a multidisciplinary / multiagency team in consultation with the child and their families / carers
- Planned in advance including strategies for supporting the students behavioural difficulties
- Used under supervision of an identified member of staff who have completed specific training
- Subject to recording, reporting, monitoring and if necessary investigation.

In all circumstances:

- Staff will take steps in advance to avoid the need to restrictive physical restraint through dialogue and diversion
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to a situation

Following any incident of restrictive physical restraint, the student will be de-briefed as it is essential to safeguard the emotional well-being of all involved at this time. The purpose of

debriefing are to revisit the experience and explore the story with changed set of feelings. It is also to reflect, repair and restore and re-visit the experience when the student is calm and relaxed. Staff will also be debriefed to ensure their emotional well-being is protected. Parents will also be informed if restrictive physical restraint has been used.

## **Parental Involvement**

We believe it is important that the staff of the school, the children and their parents and carers all work together to make Parklee a happy, safe place to be. Parents and carers can help us by:

1. Talking to your child about the school rules
2. Asking them what they think each rule means
3. Asking them what they must do to follow each rule
4. Supporting staff in their actions in implementing the policy

If we have concerns about your child's behaviour we will contact parents so that we can work together to solve any difficulties. Likewise, we ask parents contact us if they have any concerns.

## **Special Educational Needs**

All children are expected to work to meet their responsibilities as outlined in this policy to follow our rules. Some children need additional support to learn to manage their own behaviour. Children with emotional and behavioural difficulties will generally be supported through our SEND policy, individual risk assessments or support from outside agencies to help their learning in this area. The specific strategies from EHCP /SEND Passports (IEP's)/ other agency reports required to support these children will be communicated with staff.

## **Anti-Bullying**

The school has a separate Anti-Bullying Policy. The principals and procedures of this policy form an integral part of the ethos and processes we use to deal with incidents of bullying.

## **The use of Exclusions**

In exceptional circumstances, particularly where unacceptable behaviour poses a serious risk to the Health and Safety of staff or children, adversely effects the education of other children or the smooth running of school, where property is being deliberately damaged or where bullying is sustained, the school may use fixed term exclusions as a tool. Usually other strategies will have been unsuccessfully attempted before this point is reached.

At the discretion of the Deputy Headteacher and the Headteacher:

1. A one day fixed term 'In School Exclusion' can be put in place which involves the child working with an adult on a one to one basis separate from their class for one



day. Some of the work that day must be focussed on repairing / restorative specific to the behaviour.

2. A two day fixed term 'In School Exclusion' can be put in place which involves the child working with an adult on a one to one basis separate from their class for two days. Some of the work that day must be focussed on repairing / restorative specific to the behaviour.
3. Fixed Term Exclusion periods for an agreed number of days in line with LA regulations.
4. A permanent exclusion may be used where the school, supported by the Governors, judges that the working relationship between the child and the rest of the school community is such that progress in developing appropriate, safe behaviour cannot be made.

### **Incidents Occurring out of school**

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. Teachers may use any of the procedures set out in this policy in response to non-criminal poor behaviour and bullying which occurs off the school premises and which is witnessed by staff member or reported to school. This includes behaviour which happens when the child is taking part in school-organised activities. Incidents that occur outside of school will be discussed with the child's parent or carer.

### **Monitoring the policy**

The impact of this policy is monitored through the formal and informal classroom observations and observations around school. It will also be monitored by the class passports, behaviour plans and CPOM's. The work is carried out by the Subject Leaders and SLT.

Various aspects of our policy and practice are also reviewed by children and staff as part of our ongoing PSHE curriculum and with the School Ethos Council.

### **Related Policies**

Anti-bullying policy

Intimate Care Policy

SEND policy

Safeguarding Policy

Keeping Children Safe In Education 2023