

Behaviour and Relationships Policy 2023-24

Introduction

Frogwell Primary School is committed to an inclusive education for our children that secures the widest possible access to learning and achievement in a safe and supportive environment.

Aims

The aim of this policy is to ensure:

- All our children are safe and protected from harm
- All our children experience a supportive environment and learn appropriate behaviour
- All adults in the school community are aware of our agreed approach to be consistently applied

We will fulfil our commitment to this by adhering to practice based on aspects of the following key statutory and advisory documents:

- The Education Act (2002)
- The Equality Act (2010)
- The Education and Inspections Act (2006)
- Behaviour in schools: Advice for headteachers and school staff (Sep 2022)
- Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)
- Searching, Screening and Confiscation Advice for schools (July 2022)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Working Together to Safeguard Children
- Keeping Children Safe in Education

Scope of the policy

This policy is consistent with all other policies adopted by the Governing Board and operates alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- SEND policy
- Anti-Bullying policy
- Staff Behaviour Policy
- Health and Safety policy
- Attendance policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- A **volunteer** is a person who performs an activity that involves spending time, unpaid within our school. This includes Governors.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, Special Guardians and adoptive parents.
- **Child** refers to all children and young people on roll at our school

A Relational Approach - values, beliefs and guiding principles

Frogwell Primary School uses a *relational approach* to behaviour. This means an approach based on the quality of relationships. Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. The relational approach is a universal approach to teaching and learning which influences whole school ethos, systems and policy as well as everyday practice. It is also a targeted approach to support those children who are most in need.

A relationship-based approach has three elements:

- **Developing Relationships** – building relationships, supporting inclusion, developing routine, setting and maintaining boundaries with empathy. At Frogwell Primary School we:
 - spend time getting to know children as individuals and value their unique interests, skills and personalities
 - ensure children have a variety of ways to have their voice heard, including through class discussions, 1:1 time when needed, worry boxes, class and school councils and regular pupil surveys
 - aim to promote high levels of social and learning inclusion for all pupils
 - teach and use predictable routines relentlessly so children understand what is expected of them and have a sense of safety in that predictability
 - we provide containment and boundaries to build a sense of safety in the emotional and physical environment.
- **Responding and Calming** – adopting relational skills to keep things calm, co-regulation skills to regulate strong emotions and effective crisis management skills. At Frogwell Primary School we:
 - try to be curious about what a child's behaviour is communicating to us and how we can meet the need underlying the behaviour
 - are trained in de-escalation strategies
 - provide adult support to co-regulate where children are not yet able to self-regulate
 - provide a physical environment and spaces that support children to calm when needed
- **Repairing and Restoring** – at Frogwell Primary School we:
 - understand that dealing with behaviour incidents will cause a 'rupture' in relationships and we seek to repair this rupture (between pupils and adult-pupil)
 - use restorative conversations to support a harmonious environment
 - facilitate restorative encounters to resolve conflict and harm and to support future change

In order to be successful at school, all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. For this to

happen, relationships need to be at the heart of school life. For many children the development of these relationships will need to be explicit, meaningful and clear to see.

Our Relational Approach is built on cohesive values, a sound understanding of the needs of the children and an ethos that identifies strong, mutually respectful relationships as the foundation upon which learners can thrive.

This approach is built upon some key principles and values, including:

- An ethos built around the values of inclusion and compassion, beneficial to the wellbeing of all children.
- A desire that all children should belong, achieve and contribute to their school, family and community.
- A child-centred approach, where pupil voice is valued and where plans utilise pupil strengths, resources and qualities to achieve success.
- An understanding that behaviour is most often a form of communication or expression of underlying need (whether conscious or unconscious). It is not possible to support a child's behaviour without addressing these needs.
- A commitment to a school environment that provides high levels of nurture and empathy with containment and structure, because these support children to feel safe. Children need clear boundaries, predictable routines, high expectations and well-regulated responses to behaviour from adults.
- The belief that *teaching* children appropriate behaviours will reduce the need to manage misbehaviour, and that school adults can provide the conditions for learning behaviour to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. In the same way that we would expect a child who is struggling to learn to read would be given targeted support to develop their skills, we expect that children finding it more difficult to develop appropriate behaviour will be supported.
- The belief that children need personalised responses to support their behaviour and development. 'Consistency' does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent with our values and principles. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need to help them thrive (just like some children need extra help or adjustments to their curriculum learning to allow them to succeed).
- A shared understanding that relational, restorative approaches – while requiring effort to maintain – are better than an overly 'punitive' approach that excludes, re-traumatises and further embeds the concerning behaviours.
- A shared understanding that a relational and restorative approach does not mean there are no consequences or sanctions for negative behaviour, or that adults have no control; in fact, the opposite is true.

- The importance of the explicit use of natural consequences that follow certain behaviours, without the need to enforce harsh sanctions that can shame or unnecessarily separate children from their peers or school community. Responses to behaviour must ensure that children feel safe and their needs are met.

These principles and values are practiced in informal, day-to-day interactions with others. All adults in school model effective ways of building and maintaining emotionally healthy relationships and promote helpful, sociable attitudes.

Theory and research that underpins our approach

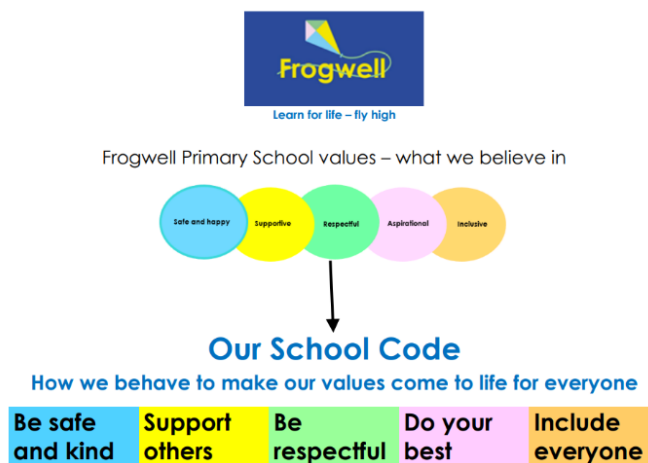
This policy draws on several pieces of research and Continuing Professional Development (CPD) including:

- *Education Endowment Foundation – Improving Behaviour in Schools*, June 2019, which found good evidence that personalised approaches can improve disruptive pupils' behaviour.
- *The Timpson Review of School Exclusion*, May 2019, particularly the research that highlights the link between trauma, attachment and adverse childhood experiences on development and school exclusion.
- *Restorative Approaches in Primary Schools: An Evaluation of the Project Co-ordinated by the Barnet Youth Offending Service*, 2008, which found that schools that had received training in restorative approaches had reduced their numbers of fixed-term exclusions by half. The evaluation also revealed schools that had received training in restorative approaches had increased confidence and ability from staff, and the pupils themselves were more likely to take responsibility for their actions and behaviour and deal with problems themselves
- Staff CPD and ongoing engagement with the Thrive Approach.

The School Code

Frogwell Primary School has a shared set of simple and positive school rules, known as 'Our School Code'. The five rules must be taught explicitly in class and through assemblies and then used as part of daily teaching and learning and PSHE opportunities. The School Code poster is displayed prominently throughout the school and must be displayed in every classroom. The school rules apply to all children although with very young children or those at early developmental stages, we primarily focus on the first rule, 'Be safe and kind'.

- Be safe and kind
- Support others
- Be respectful
- Do your best
- Include everyone



Managing behaviour relationally: The Thrive Approach

At Frogwell Primary School we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Supporting behaviour

All staff will:

- take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly
- focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children and young people time and space to resolve the situation
- keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention
- keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved
- keep in mind that sanctions must be applied compassionately and in a fair and consistent way

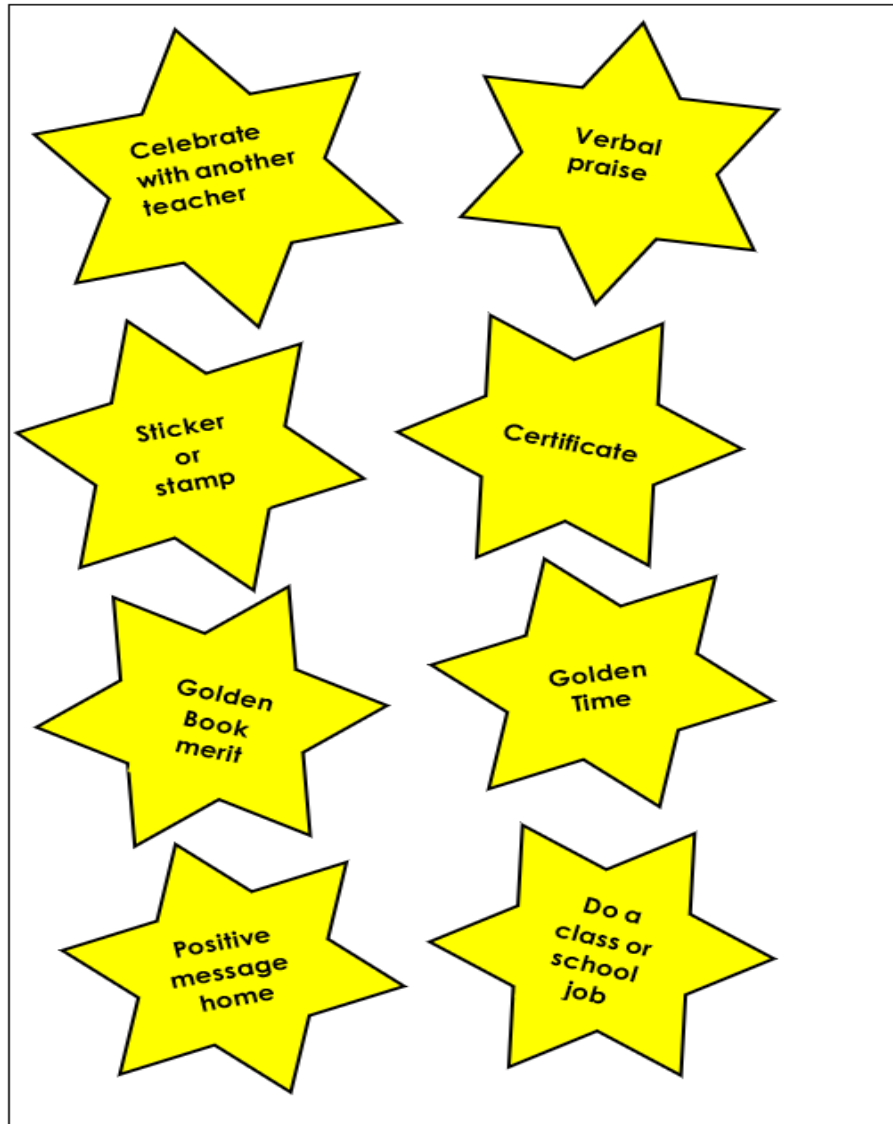
Positive rewards

Good behaviour and learning will be recognised by verbal praise and positive rewards. To promote intrinsic motivation, rewards will also be given for the process of learning (behaviours for learning), rather than the output of an activity (which may promote extrinsic motivation).

Any of the following may be used:

- Verbal praise to individuals or groups (this should be specific and descriptive)
- Smiley faces/stars in books, stickers
- Being first to leave the classroom at break or lunchtime
- Being given additional responsibilities, especially in upper Key Stage 2.
- Sharing successes with others e.g. children, wider staff, Assistant Headteacher or Headteacher
- Notes, certificates or 'happy texts' sent home
- Positive phone calls to or chats with parents
- Class reward time in mainstream Y1-6, earned collaboratively
- Certificates awarded in assemblies such as 'Star Citizen' or 'Support Staff Certificate' awards

- Individual merit points and entries into the school 'Golden Book', which build towards special merit certificates and regular celebration events with the Headteacher



Sanctions/consequences

Negative choices of behaviour are challenged through a hierarchy of reflections and sanctions. Pupils are given the opportunity to change their behaviour in a positive way at all stages of the school's sanction hierarchy. The sanctions / consequences chosen should aim to support children/young people to be accountable for their actions and to develop skills to change their behaviour rather than to punish the actions taken by the child.

Everything is done through the lens of the relational approach and with the aim of 'responding and calming', and then 'repairing and restoring'.

Frogwell Primary School encourages pupils to reflect on their behaviour choices. We use 'restorative conversations' wherever possible to support children to think about their behaviour, think about who has been harmed and change what they do so that they behave in a more positive way or learn from their mistakes.

Restorative questions 1

When things go wrong...

- What happened?
- What were you thinking or feeling at the time?
- What are you thinking about or feeling now?
- Who has been affected by your behaviour? How have they been affected?
- What do you think you need to do to help put things right?

Restorative questions 2

When someone has been harmed...

- What did you think when you realised what had happened?
- How has this incident affected you and other people?
- What has been the hardest thing for you?
- What do you think would help make things right?

Staff will use the school's recording systems to keep notes of significant behaviour incidents or to record and track patterns of low-level behaviour issues.

Where appropriate, particularly if the behaviour becomes a pattern, the school will inform parents of sanctions being used.

Appropriate sanctions / follow-ups for poor behaviour choices may include:

- Verbal warning
- Sent out to another class for a short period of time to complete their work
- Loss of privileges
- Classroom/Playground time out
- Loss of break time, including lunchtime play
- 'Check in' with Senior Leaders

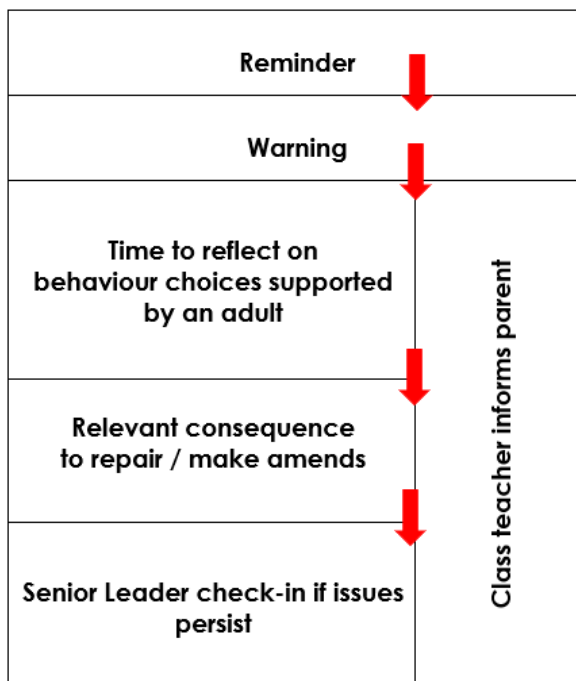
- Making reparation or 'paying back' to the school community using 'natural' or 'logical' consequences (e.g. spending own time fixing something that was deliberately broken / damaged)
- Internal exclusion (see p13)
- The school may also legally choose to detain a pupil out of school hours so that they can catch up on learning. Frogwell Primary School defines after school detention as a time outside normal school hours that includes:
 - any school day where the pupil does not have permission to be absent;
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'

Where an after-school detention is used, the school will contact the child's parents to inform them of the circumstances leading to the sanction and will give them at least a day's notice of the sanction. We would encourage the parent to support us with the sanction.

- Suspension or exclusion from school in serious circumstances (see p14)

The school may also remove a child's privileges on occasions where there have been single minor aggressive, disrespectful or offensive behaviours (e.g. fighting at playtime or using bad language). In these instances, the child may lose a single or series of playtimes, or not be permitted to attend a school event such as a party. Parents will be informed. Where patterns of behaviour emerge, the school will discuss these with parents and a behaviour support plan may be written or other sanctions, such as lunch time exclusion, employed.

General order of response to low-level negative behaviours:



These steps may not be followed in this sequence if the incident is of a more serious nature.

Sanctions that are deemed to be *inappropriate* at Frogwell Primary School include:

- Any form of sanction or comment that uses ridicule, sarcasm or remarks likely to undermine a child's self-confidence
- Shouting in any situation other than where immediate safety is at risk
- Any form of public or private humiliation
- Applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- Leaving a child in an unsupervised situation
- Sanctions that are used in a discriminatory way
- Consistently denying a child access to a particular part of the curriculum

When an incident occurs, we understand that this will cause a 'rupture' in relationships and we seek to repair this rupture. We describe this as 'distressed behaviour' rather than 'challenging behaviour' because we understand that the behaviour is communicating a level of need within the child/young person.

'Crisis' situations

If a pupil is behaving with such dysregulation or distress that we deem them to be in, or close to, 'crisis', we have the following responses and strategies:

- Adults are expected to remain calm and seek support from colleagues if needed
- Co-regulation (be alongside the child and support them so that what was too much to bear alone becomes an experience that can be tolerated together)
- 'Change of face' to help break a cycle of distress (i.e. swap adults over)
- Distraction and diversion
- Allow time and space to let off steam in safe ways if needed, with supervision from a distance if this is safe to do
- Attempt to remove the distressed pupil from the situation if it is affecting others children or is unsafe, if this can be done with minimal adult input and impact on others
- Removal of other pupils from the situation if needed
- Use of Restrictive Physical Intervention is the last resort – see full details in the separate section on page 14
- Individual pupil de-escalation plans / scripts will be followed as appropriate

Children with Special Educational Needs and Disabilities

Children who are recognised as having Special Educational Needs and Disabilities or who have Social, Emotional and Mental Health (SEMH) difficulties may have their needs met more individually. The vast majority of children will be expected to meet the school's agreed behaviour code and to work within the school's hierarchy of sanctions.

Where children need additional or different support or frameworks to meet their needs, 'reasonable adjustments' will be identified and plans drawn up. These will usually be led by the Class Teachers and overseen by the SENCo or Pastoral Support Manager depending on the child's particular needs. Parents will be consulted and involved in the process.

Outside agencies (e.g. Behaviour Support Service) are consulted as required.

Please also see the next section on how we support children with SEMH needs.

How we support children who have Social, Emotional and Mental Health difficulties that impact on their behaviour – a graduated approach

Children may exhibit distressed behaviour or behaviour that challenges for many different reasons, including early life trauma and adverse childhood experiences, specific SEND needs or developmental delays. At Frogwell Primary School, we believe that children who have Social, Emotional and Mental Health difficulties that impact on their behaviour should be supported and taught the skills they need. In the same way that we would expect a child who is struggling to learn to read would be given targeted support to develop their skills, we expect that children finding it more difficult to develop appropriate behaviour will be supported.

As part of our pastoral offer, we have staff trained in a range of supportive and/or therapeutic interventions, including:

- Thrive Licensed Practitioners
- ELSA (Emotional Literacy Support Assistants)
- Drawing and Talking Therapy
- Lego-based Therapy
- TACPAC – communication through touch and music
- Attention Autism (which includes awareness of others, attention, listening, shared attention, switching attention and turn-taking)

The school aims to provide intensive enhanced provision for those pupils with high levels of additional needs through our Milne Class intervention or other aspects of our SEMH/cognitive need provisions.

We work with the Wiltshire Behaviour Support Service, Special Educational Needs Service and the Educational Psychologist to help identify and understand children's needs and plan the most appropriate provision.

The school also makes use of off-site Alternative Provision where appropriate to help support children who need more specialist provision than the school can provide internally.

Supporting staff

Dealing with a child demonstrating distressed behaviour can be upsetting for staff. It is okay to feel upset and to feel hurt.

If staff feel that they are getting overwhelmed when dealing with an incident, they should request support from an alternative adult and should give themselves space and time. They should also seek support afterwards.

Managing distressed behaviour when you are not feeling well-regulated yourself can escalate the situation. Staff should avoid confrontations, arguments and negotiations once a sanction is imposed but continue to give clear choices about further conduct.

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate. All staff have access to a free and confidential 24-hour Employee Assistance Programme.

More serious breaches of discipline

The vast majority of low-level day-to-day behavioural issues are easily dealt with using our main level of behaviour management approaches. The SENCo, Assistant Headteacher or Headteacher may become involved in more serious incidents. If a child's behaviour is causing concern, their parent(s) or carer(s) will be informed and their support requested. Where a child frequently displays unacceptable behaviours and the school's usual range of lower-level sanctions and support is not sustaining acceptable behaviour, staff may liaise with parents to draw up an Individual Behaviour Plan (IBP). As outlined above, agreed targets are listed against which progress can be measured. If a child has an IBP, parent and teacher meetings will occur regularly with frequent correspondence in between to support the implementation of the plan.

Where a child persistently displays inappropriate or unacceptable behaviour during playtimes or lunch times there are separate sanctions. A short period (not exceeding 5

days) of lost playtime or lunch time will be enforced. A phased re-entry into the playground is then optional. This re-entry period can take time dependant on the child and their needs.

Throughout this period there will be contact with parents. Should serious negative behaviour persist during play or lunchtimes, the Headteacher will contact the parents and inform them that their child will be excluded from the school premises at lunchtimes for one day (no learning time will be missed). This may be extended depending upon the severity of the negative behaviour. Parents will always be given prior warning to enable them to make the necessary arrangements.

Internal Exclusions

The use of the usual day-to-day behaviour management approaches may not be appropriate for more extreme behaviours in the classroom or at other times of the day. These may include:

- wilful injury to another person (pupil or adult)
- open defiance
- damage to property
- frequently engaging in more serious behaviours or where the school's usual range of lower-level sanctions and support is having little effect on changing behaviour.
- bullying and harassment
- using inappropriate, discriminatory or offensive language

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction, or the context of a specific behaviour from this list may lead to a suspension or permanent exclusion from school.

For these occasions an internal exclusion will be used in the short term so that the majority of pupils can continue to learn without interruption or so that the school can demonstrate that it will not accept disrespectful or harmful behaviour.

Where internal exclusions are implemented the learner will:

- Continue with agreed learning in a separate learning area
- Be supervised by a Senior Leader, teacher, teaching assistant or other staff member as directed by the Headteacher
- Remain in internal exclusion for the length of time as agreed by the class teacher and Senior Leadership Team (this should be for the shortest time necessary).

'Time out' or 'remove' rooms will be used to de-escalate situations by placing a pupil away from their peer group.

Reasons for the internal inclusion will always be discussed with the pupil and their parents (at the earliest opportunity). Detailed records of internal exclusions will be kept either as paper records or, increasingly, using the school's electronic data management systems.

Frequent repeated need for internal exclusions for any child may lead to a fixed-term suspension.

Fixed-Term Suspension and Permanent Exclusion

Headteachers have the power to suspend or permanently exclude children from school to ensure that other pupils and staff are protected from disruption and can learn in safe, calm, and supportive environments.

Part 3 of the Department for Education guidance on suspension and permanent exclusion from school (September 2022) states: *"This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.... suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy"*.

Suspensions and permanent exclusions are extremely serious sanctions, which will be used only if all other stages have been unsuccessful or for very extreme one-off behaviours where there is serious disruption or safety concerns. If problems continue after all strategies have been tried, and no improvement in the child's behaviour is evident, the Headteacher will inform the parents that their child is to be suspended from the school for a fixed period of between 1 and 5 days. At this point the Chair of Governors and the Local Authority will be informed. In very extreme cases this sanction can be extended up to 10 days or even a permanent exclusion or managed move to another school could be considered. This decision is never taken lightly and will be arrived at following consultation and will always take into consideration circumstances leading to the incident. This sanction is only ever imposed as a last resort. At all times during the sanction the parents have the right of appeal. There is an Appeals Panel of Governors set up for such instances and arrangements can be made through the Chair of Governors.

Searching and confiscation

As outlined in the *Searching, Screening and Confiscation Advice for schools July 2022*, schools have powers to search for and confiscate certain items.

Searching

Although at Frogwell Primary School we hope we never have to do it, Headteachers and staff they authorise do have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items under the Schools (Specification and Disposal of Articles) Regulations 2012 is:

- knives and weapons
- alcohol

- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Additionally, Frogwell Primary School's rules include as banned items that may be searched for:

- vapes / vaping equipment
- medicines / controlled drugs / any products that should only be stored / looked after by an adult for safety reasons
- electronic devices including mobile phones that have not been handed in for secure storage in line with school rules in Upper Key Stage 2

We may also search pupils or their possessions if there are reasonable grounds to suspect theft of another person's or the school property has taken place.

Confiscation as a disciplinary penalty

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or member of the public
- that could adversely affect the reputation of the school

Frogwell Primary School will work with pupils, parents and carers as appropriate and reasonable in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, aiming to repair harm and provide support for future behaviour skills in line with our relational principles.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

We will also collaborate with the Local Authority to promote good behaviour on school transport.

Use of Reasonable Force or Restrictive Physical Intervention

There may be occasions where a pupil's behaviour makes it may be necessary to use force or restrictive physical intervention. We only use restrictive physical interventions where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. However, under certain conditions 'duty of care' must be an over-riding factor. We aim to do all we can in order to avoid using restrictive physical intervention and will only ever use this type of intervention where we judge that there is no reasonable practicable less intrusive alternative, for example in a situation of clear or extreme urgency. Certain pupils may become distressed, agitated and out of control and need calming with a brief Restrictive Physical Intervention that is un-restricted after a few seconds. Unless it is an emergency, a member of staff should summon rapid assistance or remove other children from the area before taking any other action. The Headteacher must be informed immediately of all incidents of force or restrictive physical intervention.

Key points from 'Use of reasonable force: Advice for headteachers, staff and governing bodies' (July 2013):

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

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

Before any physical intervention is considered every effort will be made to resolve the situation to ensure acceptable behaviour from a child. Most staff receive de-escalation training to ensure they use strategies to prevent escalation of negative behaviour.

If force or restrictive physical intervention is necessary, a staff member will continue attempting to communicate with the pupil throughout the incident, and will make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. At all times a calm and measured approach to a situation will be used and at no time will physical contact be used as a means of punishing the pupil.

Physical intervention may involve staff in any of the following:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.
- Using more restrictive holds in extreme circumstances. Key members of staff are trained in 'Team Teach', which is an accredited training programme in positive handling strategies for children's services.

Recording and reporting of RPI

- After an incident staff must complete standard online forms in the school's system. Differing accounts of what happened should also be recorded in case of a subsequent complaint or investigation. Members of staff who have been assaulted will wish to consider reporting the incident to the police. Use of restrictive physical intervention is reported to the Local Authority each term.
- In addition to completion of the online form, if any incident in which a restrictive physical intervention results in actual physical harm to the child or any other person must also be reported using the Wiltshire Council online incident reporting form.
- It is good practice for schools to speak to parents about serious incidents involving the use of force. It is up to schools to decide whether it is appropriate to report the use of force to parents. At Frogwell Primary School, we will inform parents of all uses of force / restrictive physical intervention and invite them to discuss the incident.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age.
- The Senior Leadership Team and staff will evaluate any incident of restrictive physical intervention to inform future arrangements for the pupil or for other pupils in similar situations.
- Staff involved will be debriefed following an incident and kept informed of any future action which relates to it.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Unacceptable restraint techniques

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

These techniques will not be used and no longer form part of the accredited training for staff.

Pupils with identified high-level behavioural needs

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Risk Assessment and De-escalation Plan will be completed. This Plan will help the pupil and staff to avoid difficult or risky situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will be personalised to the child's specific needs but will include:

- techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict and stating at which point a Restrictive Physical Intervention may be used
- a clear 'calm script' to be used as part of the de-escalation process

Parents / carers will be involved in the planning process and will be provided with a copy. The plan will be signed by the parent to show that they understand the school's approach. It is very likely a pupil with this level of need will be receiving some form of additional provision to support them. The school may work with the Local Authority's Behaviour Support Service or other professionals to support these needs.

Bullying and harassment

A positive school atmosphere involves a sense of community. Behaviour threatening the school's sense of community is not ignored. We work hard to foster a strong sense of community in which children do indeed respect each other. We strive to make it clear that concerns they may have about their welfare, or that of their friends, will be treated seriously. We believe bullying and other forms of harassment are serious offences against the school community. We are alert to signs of such behaviour and deal firmly with it. (See 'Anti Bullying Policy'). The school raises awareness of what bullying is as part of its ongoing PSHE curriculum and through the annual national Anti-Bullying Week.

In line with Keeping Children Safe In Education, confirmed cases of bullying are treated as Child On Child Abuse and parents should be aware it is therefore treated as a safeguarding matter, recorded as such and not managed through the systems set out in this school behaviour policy.

Multi-agency assessment and referral

There may be occasions where a pupil's continuous serious or very concerning behaviour needs to be addressed under safeguarding procedures. In these cases, a multi-agency assessment should be considered. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should report concerns to the Designated Safeguarding Lead who will refer to the Multi-Agency Safeguarding Hub using the usual school safeguarding procedures.

Pastoral care for school staff

Frogwell Primary School follows the Department for Education's guidance that employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The school will use the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Roles and responsibilities

Headteacher

- The Headteacher determines, in accordance with any written statement of general principles provided by the school's governing body, measures to be taken to promote, among the pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, securing that the standard of behaviour of the pupil is acceptable, making such measures generally known within the school and ensuring that they are implemented. Parents are reminded of the existence of the school's 'Behaviour Policy' annually and it is freely available to interested parties.
- The Headteacher ensures that appropriate professional development opportunities are provided for all staff to undertake their responsibilities well (in accordance with perceived need and with due regard to the school's 'School Development Plan'.)
- The Headteacher will inform the Local Authority and governors of any fixed period exclusions.

Teaching and non-teaching staff

All staff are responsible for understanding and agreeing to support this policy so that learning is effective and so that those within the school are safe. All staff must apply this policy with fairness and consistency. *No one will walk past problems.*

Pupils

Pupils have a right to be treated fairly and consistently by the school in a way that is appropriate to their age, developmental stage and identified needs. They do however also have a responsibility for managing their own behaviour choices so that those around them are able to learn and can feel safe and secure.

In relation to behaviour, the school's Home-School Agreement states that pupils will:

- do their best to follow the School Code
- behave safely at school
- behave kindly towards other people

Parents

The school's ethos is one that values all children as part of the school family. It also states the importance of learning both in the short-term and as a long-term goal and that pupils should feel safe and secure whilst they are in the school. Parents have access to the school's aims through a number of publications and parents are asked to support these aims and the school's code of conduct and behaviour policy through our Home-School agreement.

In relation to behaviour, the school expects that parents will:

- expect and encourage their child to behave well at school and follow the School Code

- fully support the school's behaviour policy, including accepting if their child needs to receive a consequence at school for not behaving as expected
- understand and accept that whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need to help them thrive
- be good behaviour role models for their child
- always behave in a calm and polite manner on the school site and around the entrance gates
- raise any concerns with the appropriate school staff calmly and via appropriate means
- not use social media as a platform to air grievances about the school or its staff
- respect the guidelines in relation to social media use by children (e.g. monitor what my child is doing online, stick to the age restrictions for Facebook etc)
- inform the school of problems or events that could affect a child's learning (e.g. death of a pet or loved one)
- remember that the school has a duty to maintain pupil / staff confidentiality and as such a parent raising a concern about another child / member of staff cannot be told specific information about that person but should be reassured that the issues are being dealt with in line with the school's behaviour policy.

The school also has a policy and procedures for the Behaviour and Conduct of Parents and Carers.

Governors

- Governors have a responsibility to ensure that the Headteacher has drawn up and reviews as appropriate a school Behaviour Policy.
- Governors have a duty under section 175 of the Education Act 2002 to ensure that the school's Behaviour Policy safeguards and promotes the welfare of children.
- In cases of fixed term suspension or permanent exclusion the governors through their "Discipline Committee" must be available to hear parental representations.
- Following fixed term suspensions and permanent exclusions Governing Bodies must have arrangements to review these sanctions promptly. Following parental representations, governors must decide whether or not to reinstate the pupil if appropriate or whether the Headteacher's decision to exclude the pupil was justified. This role must be discharged by a Discipline Committee.

Policy to be read in conjunction with:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Staff Behaviour Policy
- Special Educational Needs policy
- Health and Safety policy
- Attendance policy
- The Education Act (2002)
- The Equality Act (2010)
- The Education and Inspections Act (2006)
- Behaviour in schools: Advice for headteachers and school staff (Sep 2022)
- Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Searching, Screening and Confiscation Advice for schools July 2022
- Working Together to Safeguard Children
- Keeping Children Safe in Education

Monitoring arrangements

It is the responsibility of the Headteacher and Governors to monitor and review this policy annually.

Policy agreed:	July 2023
Policy published:	September 2023
Next review:	September 2024