

Behaviour Policy

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1. Aims

The aims of this policy are to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

The core of the policy applies to all schools within our Trust, with Appendix A providing detail that is specific to the individual School.

2. Legislation and guidance

This policy is based on the following:

Guidance from the Department for Education (DfE):

- Behaviour and discipline in schools
- Use of reasonable force in schools
- The Equality Act 2010: advice for schools

Statutory guidance from the DfE

- Special educational needs and disability (SEND) code of practice 2014
- Supporting pupils with medical conditions at school

The UN Convention on the Rights of the Child

In line with our ethos, we are proud to be a Rights Respecting school. We believe that children should be taught to show respect for the rights of others, and display courtesy and consideration towards all members of our community at all times.

References are made to specific rights (**articles**) throughout this policy and the full list of articles can be found on page 16.

3. Ethos and values

Good behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. Our vision statement of 'Learn Together to Live Together' drives the principles of this policy, recognising that children may not always make positive behaviour choices, but these moments can be used as a tool for learning, personal growth and development.

In Educate Together Academy Trust, we believe it is essential to have **a positive behaviour management strategy**.

Each School is a community and it is recognised that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We continually stress the importance of honesty, trust, fairness, self-discipline, mutual respect and self-esteem. We endeavour to encourage and praise good behaviour and help children to realise that this is the normal expectation. We expect all members of staff to have a corporate responsibility in operating this policy.

Our School recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs **(Article 23)**.

4. Behaviour aims and principles

In order to live by our vision and mission statements, we aim to:

- Adopt a consistent approach to positive behaviour management, making boundaries of acceptable behaviour clear and prioritising safety **(Article 28)**
- Treat all children fairly, equitably and with unconditional positive regard
- Provide children with the opportunity to reflect on and improve their behaviour choices and how these affect other people

- Celebrate and recognise excellent behaviour and relationships, promoting the core values of our School
- Ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence and enhance learning through positive behaviour
- Ensure that children understand that bullying and discrimination will not be tolerated in school and learn to understand and control their feelings
- Generate mutual respect amongst all members of the school community including parents/carers to ensure there is no unfair treatment on any grounds including cultures, ethnic origin, religion, age, sexual orientation, gender and disability (**Article 2**)
- Recognise that behaviour can be another form of communication and seek to identify, understand and support any individual needs which are not being met.

5. Guidelines

There is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.

- Children should be praised for doing the right thing at every opportunity, using language related to the UN Conventions of the Rights of the Child.
- All adults must model positive and appropriate behaviour at all times
- All children need to be involved in making and maintaining the rules. They have a right to say what they think should happen and to have their opinions taken into account (**Article 12**)
- All rules should be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances
- Expectations should be phrased positively e.g. “walk slowly” rather than “don’t run”
- Staff need to use a quiet and calm manner when dealing with children
- Rewards/Sanctions for school expectations should be clear, appropriate, fair and relevant and take into account individual circumstances (**Article 39**)

- Discipline should respect children's dignity (**Article 28**). Therefore, sanctions should not humiliate but allow the child to learn from their mistakes
- Children should be given time to reflect and discuss their behaviour
- Parents/Carers should be involved at the earliest opportunity where a child's behaviour is causing concern and staff must work closely with them to bring about improvement.

6. Roles and responsibilities

6.1 The Trustee and Governing Board

The Trustee Board have overarching responsibility for ensuring the governing boards are fulfilling their role at School level. The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation and application.

6.2 Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing this behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour
- Support staff to deal effectively with poor behaviour choices
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 All staff

Staff responsibilities are:

- To treat all children fairly and with respect
- To promote children's self-esteem and help them develop their potential
- To provide a challenging, accessible and interesting curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions consistently
- To build positive relationships with children
- To model positive behaviour and relationships

- To try to form a good relationship with parents so that children can see the key adults in their lives share a common aim
- To recognise that each child is an individual and be aware of their individual needs, creating individual behaviour plans to ensure additional support, when appropriate.
- To teach children the rules and conventions of social interaction and provide opportunities for discussion and reflection on their behaviour and relationships

6.4 Parents/Carers

Parents/carer responsibilities are:

- To ensure they have a clear understanding of this policy – copies are provided when children join their school and an electronic copy is available on the school's website.
- To make children aware of appropriate behaviour in the School and support the implementation of this policy
- To encourage independence and self-discipline
- To try to foster good relationships with the school
- To know the School rules and expectations

6.5 Pupils

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter
- To follow the School rules and the class charter to the best of their ability
- To treat other people, resources and their environment with respect
- To follow instructions from adults within the School, questioning politely if they don't understand them or believe them to be unfair

7. Setting clear expectations

7.1 Our rules

Children are taught to understand that all our rules are designed to ensure everyone is safe and can learn.

Our Trust School rules are:

- We listen and communicate politely, showing good manners
- We are kind, helpful and understanding towards other people
- We always try our best
- We are respectful to each other, our resources and our environment

7.2 The use of Class Charters

All classes will create a 'Class Charter' at the beginning of each academic year.

The charter will be based around the UN Conventions of the Rights of the child and will be discussed and agreed by the children in the class. This charter will reflect the 'rules' of the class based on their rights and responsibilities and be an active part of the behaviour management system. Rules can be linked to Article 31 and also Article 14 so long as they are not denying others of their rights. Children all have the right to an education (**Article 28**).

8. Procedures for behaviour management

We expect pupils to realise that appropriate/positive behaviour is rewarded and unacceptable behaviour results in sanctions. We aim to help children understand that they have rights and that they cannot take away the rights of others (**Article 4**).

8.1 Rewards

Positive behaviour choices will be rewarded with:

- Praise
- Encouragement
- Class dojo points
- Individual reward certificates presented during the weekly celebration assembly
- Whole class rewards (agreed and negotiated by the class)
- Additional class reward systems through the year as appropriate to the needs of individual classes.

- Personalised rewards used in line with individual support plans (see section 9)
For detailed information on our school's use of rewards, see Appendix A

8.2 Early intervention and support

It is important for adults to provide extra support to intervene or divert any low level behaviour issues at an early stage. This could involve providing extra support, praising something they or a neighbouring child are doing well, making eye contact, the 'look', or mentioning their name at a low level to bring them back on track. For pupils with Special Educational Needs, it is important to adhere to any relevant guidance (see section 11)

8.3 Sanctions

Sanctions are divided into clear stages (see the table below) and each stage is followed consistently and clearly. Sanctions should however be applied fairly and consistently, taking into account special educational needs, disability and the needs of vulnerable children - alongside support as necessary. Before stage 1, there should be a reminder of the rules and expectations.

	Behaviour (please see Appendix B for more detail)	Sanctions
Stage 1	Low level behaviour	The child is reminded of the class charter/School rules which is followed up by the member of staff who witnessed the incident. This member of staff should inform the child's class teacher who may discuss this with the child.
Stage 2	More serious behavioural incidents/recurring low level behaviour	If the child misbehaves again or for more serious behavioural incidents, they can be moved to work by themselves or to a designated space within the classroom to reflect

		on their behaviour choices. This behaviour will be logged onto C-POMS*.
Stage 3	Continued serious behavioural incidents	If the child continually misbehaves, they will be taken to/sent to a different class as an alternative sanction the child may lose his/her playtime. Parents/carers will be informed of their behaviour by the class teacher. If the problem persists (2-3 consecutive weeks) the child's parents/carers will be contacted again, a meeting arranged, and the child moved to Stage 4. This behaviour will be logged onto C-POMS. Most children will not go beyond Stage 3.
Stage 4	Very serious behavioural incidents	A further serious breach of the School rules/Class charter will result in the child being taken to/sent to the senior leadership. Serious breaches of rules and persistent misbehaviour will be recorded on C-POMS. The parents are involved in drawing up an individual behaviour plan. School staff, including the SENCO where appropriate, will review this plan weekly and feedback to the child and his/her parents/carers. Stage 4 may include isolated working/ internal exclusion (see Exclusion policy) where the child works independently away from their peers for a short period of time dependent on the age of the child.
Stage 5	Extreme behaviour	Fixed Term Exclusion (see Exclusion policy) - Serious breaches of the School rules may result in fixed term exclusions for a period of between

		1-5 days (or lunchtime exclusions) with work set for completion at home. The school will exclude for serious and unacceptable actions by pupils – see Appendix B for examples. At this stage the school will put together a Pastoral Support Plan alongside the family and other professionals.
Stage 6	Continued extreme behaviour	Repeated fixed term exclusion (see Exclusion policy)
Stage 7		Permanent exclusion (see Exclusion policy) – if the unacceptable behaviour continues or the pupil is verbally aggressive and violent then permanent exclusion may be necessary.
Separate sanctions for behaviour in the playground		
Stage 1	Persistent unwanted behaviour in the playground	A short period (not exceeding 5 days) of lost playtime can be enforced. A phased re-entry into the playground is then optional. This re-entry period can take up to 6 weeks and will comprise of: time eating lunch; time in the classroom on agreed activities; and an increasing amount of ‘free’ time on the playground. Throughout this period there will be regular contact with the parents.
Stage 2	Serious negative behaviour persists during playtimes or lunchtimes, (Just playground or generally playtimes/lunchtimes)?	The Head Teacher will contact and work with the parents to make arrangements for their child to spend lunchtimes off school premises. This may be extended if necessary, in order to ensure other children’s well-being or for the safety of the individual child.

8.4 Reparative approaches

We aim to use reparative approaches to deal with behaviour that affects relationships to help children restore relationships with other children and adults by:

- ensuring children listen to other opinions after an incident (when ready)
- ensuring children take responsibility for their own actions and choices
- helping children develop skills to identify solutions that repair harm or damage
- offering a structured, supportive reintegration process that minimizes repeated behaviour incidents and aims to resolve the problems
- taking into account any communication and interaction needs and offering additional support to review the incident such as additional processing time, opportunities to write or draw instead of talk, and visual supports such as talking boards, social stories or comic strip conversations.

8.5 Off –site visits & non-curricular activities (including residential trips and clubs)

Any child who has been involved in an exclusion or physical intervention may pose a risk to themselves or the safety and enjoyment of others during activities off-site. As part of our general risk assessment for off-site visits a child will be withdrawn from off-site activities until a written agreement is reached between a senior leader, parents and any other relevant professionals. This may also apply to extra curricular activities and clubs.

9. Bullying

9.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Unwanted and difficult to defend against

9.2 Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, making threats,
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

9.3 Details of our **school's approach** to understanding, preventing and addressing bullying are set out in our anti-bullying strategy. (Article 4).

9.4 Bullying can sometimes be confused with social conflict (peer and friendship issues which are part of a child's development). We have 'Is it bullying?' posters to ensure children (and parents) understand the difference between rude, mean and bullying behaviour.

10. Positive Handling and the power to search without consent

At times there are incidents of behaviour in schools which place the pupil and others at risk of significant harm. These situations may require the use of force or control to restrain a pupil (Article 28).

In all matters relating to the use of reasonable force our schools follow ‘**The Use of reasonable force in schools**’ guidance (DfE 2013) which can be found [here](#). Parents and Carers can also access this information on our website and paper copies are available on request. It is a requirement for all our staff to read this guidance on a yearly basis.

The following section includes a summary of when reasonable force might be used and clarification of details that are specific to our schools. All reference to “guidance” is in relation to the DfE 2013 guidance detailed above.

10.1 When reasonable force may be used (including powers to search)

At Educate Together, the use of reasonable force is only used as a last resort, but, when necessary to fulfil our duty of care to all pupils, and in line with government guidance, it may be used to:

- 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.
- Conduct a search (without consent, if necessary) for any of the prohibited items listed on page 5 of the use of reasonable force guidance (DfE 2013).

It is **always unlawful** to use force as a punishment

10.2 Staff training (Positive Handling)

Each school will have a minimum of two staff trained in positive handling, although the Headteacher may decide on more trained staff at their discretion. All members of staff are aware of who has been trained in positive handling and how to enlist their support if required. Wherever possible, positive handling should only be used by those with the appropriate training.

There is no legal requirement for staff to be trained and it is recognised, as part of our “duty of care” towards all pupils, that any member of staff or a volunteer (including those who are untrained) may need to physically intervene when a child is endangering themselves or others. In this circumstance, a trained member of staff would be expected to take over at the earliest opportunity. We provide all staff members with clear guidelines on effective strategies for de-escalation and the use of positive handling when necessary - **see Appendix C**

10.3 Keeping a record

All incidents of unacceptable behaviour are recorded electronically on CPOMS, including incidents where physical intervention has been used.

In addition, all details around the use of **any** physical intervention must be recorded immediately, by all involved, in the Physical Intervention ‘bound book’, located in the head’s office. Where possible this should include witness accounts.

If a member of staff is injured, this should be recorded in the “Incident at Work” book.

10.4 Post incident debrief and support

- **Step 1:** Any children or members of staff involved are checked for any sign of injury. First aid is administered to anyone who requires it, or medical treatment obtained. Pastoral care and support provided for any members of staff or children who are still in a state of agitation and require support to process the incident.
- **Step 2:** Recording procedures to be completed (see 10.3)
- **Step 3:** For serious incidents (see guidance page 7) parents or carers to be informed – parents will always be informed in case of an injury and when necessary this should take place before step two.
- **Step 4:** Debriefing to take place using reparative approaches (see section 8.4) to restore relationships and provide learning opportunities.

10.5 Responding to unforeseen circumstances

Educate Together Academy Trust recognises that even the best planning system cannot cover every eventuality and unforeseen circumstances or emergency situations may arise in which staff have to 'think on their feet' and conduct a 'dynamic risk assessment'. This may require an emergency response based on the situation.

10.6 Other physical contact

It is not illegal to touch a child. There are occasions when physical contact, other than reasonable force, with a child is proper and necessary. For more details and examples please see guidance - page 8.

11. Pupil support (including pupils with SEND)

11.1 The needs of individual pupils

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. This includes our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Other pupils may require additional pastoral support due to personal circumstances or may experience frustration due to speaking English as an additional language. Consequently, our approach to supporting behaviour may be differentiated to cater to the needs of individual pupils.

11.2 Quality First Teaching.

As part of our approach to Quality First Teaching we ensure communication friendly classrooms and the use of visuals and consistent routines to ensure clarity in regards to rules, expectations and consequences.

11.3 Input from the Special Educational Needs Coordinator (SENCo)

The school's SENCo evaluates any pupil who exhibits challenging behaviour and is not responding positively to Quality First Teaching to determine whether they have any underlying needs that are not currently being met.

Investigation from the SENCO should always be triggered by any pupil who regularly receives behaviour sanctions or requires the use of positive handling and has not been identified as having any Special Educational Needs.

11.4 Individual support plans and risk assessments

For pupils who require additional support, we work with parents to create an individual support plan and review it on a regular basis using the graduated approach - assess, plan, do, review.

Support plans include details of specific strategies and interventions to support the pupil to overcome individual barriers to adopting expected behaviours at school and adaptations the school will make to support any identified needs. For pupils with SEND, this will be a **learning support plan**. Other pupils may require a **behaviour or pastoral support plan**.

As part of any support plan, all children who have been identified as likely to behave in a way that may require physical intervention should have a **Positive Handling Plan and risk assessment**. Any risk assessment should take into account any disabilities a pupil may have. This document is developed with and signed by the pupil, the parents or carers and all relevant staff members.

11.5 Specialist advice and support

When acute needs are identified in a pupil, support, advice and specialist interventions will also be sought from specialist teachers, an educational psychologist, a Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, to identify or support specific needs.

12. Safeguarding

Staff must be aware that disruptive or inappropriate behaviours may be an indication of issues relating to child protection where the child may be at risk

UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity;

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect

Appendix A – School specific

Please see individual school specific appendices

Appendix B – Types of Behaviours

The examples below are not exhaustive but also are relative and may differ for each individual school.

Low level	More serious incidents
<ul style="list-style-type: none"> • Wandering about • Calling out • Interrupting teacher when talking to whole class • Interrupting other pupils • Ignoring instructions • Talking with other pupils • Pushing in line • Accidental damage through carelessness • Being disruptive • Time wasting • Annoying/winding up other children • Leaving class without permission (in school – e.g. going to toilet without asking) • Wasting resources 	<ul style="list-style-type: none"> • Answering back/ arguing with adult • Interfering with other’s property • Writing graffiti • Unsociable behaviour at lunchtime • Misuse of toilets or wash areas • Making unkind remarks about another child’s family • Deliberately creating a disturbance • Refusal to work • Rudeness • Using bad language • Spitting • Throwing/ flicking objects
Serious incidents	Extreme incidents
<ul style="list-style-type: none"> • Intentional spitting • Threatening behaviour • Deliberately throwing objects with intention of breaking them or causing damage • Harming someone • Defiance • Repeatedly leaving class without permission • Bullying • Swearing at people/offensive name calling • Damaging school/pupil’s property (minor) 	<ul style="list-style-type: none"> • Persistent serious incidents including bullying • Inappropriate touching • Theft • Violent behaviour towards others • Using objects as weapons • Racist or other discriminatory abuse • Running out of school/scaling fences • Fighting & intentional physical harm to other children • Damaging premises – kicking walls, etc • Throwing large dangerous objects • Swearing at or verbally or physically abusing staff Vandalism (extreme) • Stealing

Appendix C – Staff guidance on the use of Positive Handling

Who should use reasonable force? (legal powers and duty of care)

All members of staff have the legal power to use reasonable force. This includes volunteers and members of staff who have not been trained in Positive Handling.

This is a power not a duty so you have discretion on whether or not to use it. However, teachers and school staff also have a duty of care towards their pupils. This is the legal responsibility of a person or **organization** to avoid any behaviors or omissions that could reasonably be foreseen to cause harm to others. Therefore, it could be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Avoiding the need for use of reasonable force

Prevention is always best!

For children with identified needs, make sure you consistently implement any preventative strategies. Many children with SEND struggle with emotional or sensory regulation. Strategies such as regular sensory breaks, visits to a multi-sensory room, supporting with tasks that enable them to move around the school or classroom, time to talk sessions, use of fidget tools, consistent use of visual timetables to support with anxiety etc, are designed to help them remain calm and regulated throughout the day. By implementing these strategies regularly we can avoid many situations in which a pupil may become highly dysregulated.

Consistent monitoring and reporting – if pupils are not identified as having SEND, but you notice clear patterns of difficulties relating to emotional and sensory regulation or poor behaviour choices, this must be raised as a cause for concern with the SENCO so a support plan and preventative strategies can be put in place.

De-escalation, diffusion, distraction

In the majority of circumstances, de-escalation, diffusion and distraction are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. Some appropriate strategies include:

- Remaining calm, as appearing calm and relaxed is less likely to provoke

- Maintaining a non-threatening presence e.g. a relaxed posture, remaining outside of personal space, a sideways stance, palms open, intermittent eye contact
- Being aware of space by avoiding stepping into another individual's personal space. It is important to note that in crisis an individual's personal space increases.
- Avoiding pacing and chasing. People in crisis often pace around and staff should avoid the temptation to follow as they attempt to help them calm down, as this can trigger a fight-or-flight response.
- Using intonation. When individuals are anxious or angry, they tend to talk faster, higher or more loudly. In a potential crisis situation, staff should deliberately speak slower, lower and more quietly.
- Providing the child with the opportunity to take some time out or go to an alternative "calming down" space. It is recognized that if a child has already become highly dysregulated, they will often require support from an adult and should not be left to self-regulate in this state. Some children prefer space and the opportunity for some time alone. Whenever it is safe to do so, children should be given this opportunity but with monitoring in place.
- Removing the audience. It may be appropriate to remove others from the immediate vicinity rather than attempt to remove the individual
- Using a Help Script:
 - i. If appropriate, use distraction techniques
 - ii. Connect by using the individual's name
 - iii. Recognise the feelings 'I notice that you are feeling...'
 - iv. Tell the individual that you're there to help
 - v. You talk and I will listen
 - vi. Give direction
- Enlisting support from another adult – a key adult the child responds well to or a change of adult can help calm the situation.
- For children with Special Needs, it is important to support additional needs by adhering to individual strategies recorded in relevant documentation e.g. an Education Health Care plan, a risk assessment or a communication passport.

Using reasonable force

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Physical intervention is a last resort, and other methods of de-escalation should always be used first. Any physical intervention should be used as a last resort, should be in accordance with guidance on when to use reasonable force (DfE 2013) and should be

- **necessary**
- **proportionate**
- **appropriate.**

If physical restraint becomes necessary:

Do

- Tell the pupil before and during the incident what you are doing and why;
- Keep communicating as much as possible using a calm, reassuring manner;
- Use the minimum force necessary;
- Keep length of contact to a minimum;
- Involve another member of staff if and as soon as possible (whenever possible a trained member of staff – when present trained member should take the lead);
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition);
- Use simple and clear language;
- Hold limbs above a major joint, if possible, e.g. above the elbow;
- Relax your restraint in response to the pupil's compliance.

Don't

- Act in temper (involve another staff member if you fear loss of control);
- Involve yourself in a prolonged verbal exchange with the pupil;
- Involve other pupils in the restraint;
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct;
- Twist or force limbs back against a joint;
- Bend fingers or pull hair;
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck;
- Slap, punch, kick or trip up the pupil;
- Use physical restraint or intervention as a punishment.

Physical intervention should never be used to force compliance with staff instructions when there is no immediate danger present to people or property.

**For further details read the “Use of reasonable force in schools” guidance (DfE 2013)
Remember you must read this document at least once a year to refresh your
knowledge and understanding of the use of Reasonable force.**