



## Positive Behaviour and Discipline Policy

including Use of Force to Control or Restrain Children

	Signature	Date
Chair of Governors	A. Fortgang	23/11/24
Headteacher	H. England	23/11/24
Full Governing Body Approval		Autumn 2024
Next Review Date		Autumn 2025

# Behaviour and Discipline Policy

## Contents

### **1 Aims**

### **2 Equal Opportunities**

### **3 Behaviour**

3.1 Nurturing Positive Behaviour

3.2 Skills and Strategies

3.3 Empathy, Attention and Involvement, Play, Problem Solving, Listening and Talking

3.4 Praise and Encouragement

3.5 Incentives and Celebrations

3.6 Teaching Positive Behaviour, Clear Expectations, Limits and Classroom Structures, Consistency

3.7 Non-verbal cues, Positive Verbal Redirection, Distractions and Re-engagement Strategies

3.8 Reminders of Expected Behaviour, Warning of Consequences

3.9 Consequences

3.10 Post-behaviour Incident Measures and Restorative Justice

3.11 Records

3.12 Interventions & Planning for Positive Outcomes

3.13 Physical Intervention / Positive handling

### **4 Roles and Responsibilities**

4.1 Role of the Staff

4.2 Role of the members of staff responsible for behaviour management

4.3 Role of the Headteacher

4.4 Role of the Governors

### **5 Discipline**

5.1 Suspensions and Permanent Exclusions

### **6 Further Advice and Information**

Appendix 1 Webster Stratton Teaching Pyramid

Appendix 2 Nurture Principles

Appendix 3 PACE Approach

Appendix 4 Behaviour Management Approach

Appendix 5 Squabble Busters

Appendix 6 Records

Appendix 7 Staff Contacts

Appendix 8 Use of Force to Control or Restrain Children

# Positive Behaviour and Discipline Policy

## 1. Aims

Newtown aims to create conditions in which our children can reach their full potential physically, emotionally, spiritually, behaviourally and academically. We encourage our children to feel valued and to learn to respect others. The school continues to work at developing the partnership between parents, governors and outside agencies to contribute to the education of our pupils.

### UNICEF Rights Respecting School Principles

At Newtown, we follow the principles of a UNICEF Rights Respecting School. As a staff we are fully committed to creating the conditions for a rights respecting culture of mutual respect and cooperation. Children will learn about their rights as identified in the United Nation's Convention on the Rights of the Child. They will also learn that they have to respect the rights of all others within their school, local community and the global community.

## 2. Equal Opportunities

Newtown is a school of equal opportunities. All children and adults no matter what age, creed, colour, religion, gender or sexual orientation are treated as equals and this is promoted at all times.

## 3. Behaviour

### 3.1 Nurturing Positive Behaviour

Following the Webster-Stratton Approach we believe in fostering positive behaviour across the school. The teaching pyramid from *How to Promote Children's Social and Emotional Competence* by Carolyn Webster-Stratton has been used as the framework for this (see Appendix 1). As a Nurturing School (awarded July 2017) we follow the *Six Principles of Nurture* (see Appendix 2) and these principles have also fed into our Behaviour Management approach particularly *All behaviour is communication*.

### 3.2 Skills and Strategies, Training and Monitoring

All our Teachers and Teaching Assistants have an array of positive behaviour management strategies in place and these are assessed regularly during observations. Behaviour management is part of the annual whole staff training every September and updates occur throughout the year as necessary.

The involvement of parents is paramount, and opportunities are available to train parents in the same approaches through the Incredible Years parenting groups run by Buckinghamshire Council and in school through individual or group sessions run by nurture staff.

### 3.3 Empathy, Attention and Involvement, Play, Problem Solving, Listening and Talking

Teaching Staff particularly help children to settle in each academic year. They build positive relationships and spend their time playing with and getting to know the children. Whilst it is difficult to give individual attention in a classroom full of children, all of our teaching and support staff try hard to make time for children, really listen to what they say and give them individual attention where needed. Our small group nurture work is specifically designed to dedicate time to children who may need more attention in this area.

### 3.4 Praise and Encouragement

Praise should always be clear and specific, and the staff should make sure that children know exactly what it is they are being praised for. There are multiple opportunities for praise across the school including, verbal praise, stickers and celebration assemblies.

### 3.5 Incentives and Celebrations

The highlight of the week is always the Superstars Assembly on a Friday where we celebrate,

- Up to 2 superstars from each class and why they have been chosen
- Lunchtime superstars for lunch hall behaviour and manners or exciting activities in the playground
- Any certificates or achievements from outside school.

In Reception and Key Stage 1 the children have marble jars and any child or group of children who have done something good can have a marble added to the jar, once earned marbles are never removed from the jar. When the marble jar is full, the whole class will receive a reward. The reward will have been picked by the

children in advance, but an example might be a trip to buy a book for the class, a tea party or trip to the park. In Key Stage 1 house points are also given out to earn marbles which is designed to foster teamwork and group responsibility.

### **3.6 Teaching Positive Behaviour, Expectations, Consistency, Clear Limits and Classroom Structures**

We have four simple rules across the pre-school and school. The rules are displayed (with graphic images for non-readers) around the whole school and discussed with the children frequently.

The rules are:

1. We keep ourselves and others safe.
2. We listen and speak respectfully
3. We try our best

Explicit behaviour expectations are taught and modelled during our settling in curriculum and encouraged through specific praise and incentives. Reminders are frequent, until no longer needed. Clear expectations for behaviour are set in each class and consistently applied.

### **3.7 Non-Verbal Cues, Positive Verbal Redirection, Distractions & Re-engagement Strategies**

This forms a vital part of the Webster-Stratton approach and is part of the daily classroom management of our teaching and support staff. It is important for parents and visitors to note that sometimes it is best to ignore low level disruption rather than give children attention for negative behaviour. Often lifting a finger or eyebrow, taking a child away from an escalating situation, giving them a different task or spending a minute re-engaging them with what they should be doing is enough to de-escalate a possible issue. Staff also use the PACE principles, namely playfulness, acceptance, curiosity and empathy (see Appendix 3).

### **3.8 Reminders of Expected Behaviour, Warning of Consequences**

If none of the above methods have worked then children are given a verbal reminder of what is expected of them and warned of what will happen next. Children are reminded of times where they have shown the appropriate behaviour or response.

### **3.9 Consequences**

Consequences are **age appropriate** so in most instances it will involve the child and adult working together to put things right, for example picking things up that have been tipped out or thrown. If there is any physical or verbal abuse then the Time Out method is used, allowing the child to have some 'thinking time' and removing them from the situation. Once the consequence has been faced then no further action is necessary.

It is important to note at this point that every day starts with a 'clean sheet'.

All consequences can be seen in the Behaviour Management Approach (see Appendix 4).

If children are repeatedly disturbing other children's or their own learning, first they will be moved within the classroom, then to another class and finally to the Head/Deputy if required. The children in Key Stage 1 will need work to do in each of these places.

#### *Consequences for children with specific difficulties*

Consequences will be variable dependent upon the level of development and understanding of the child. Children with specific behaviour issues, such as ASD or ADHD, will usually have their own specific Behaviour Support Plan with expectations and consequences for all staff to work from.

It is important to note that as a school we do not believe in punishment. Children make mistakes in their behaviour as they do with their learning and the response is the same, namely that they should learn from their mistakes.

### **3.10 Post-behaviour Incident Measures and Restorative Justice**

Staff know that it is important to take the time to help children learn from behaviour incidents and talking children through a situation and how they could have approached it better is one approach. If children find it hard to explain staff could use the '*I wonder if you were*' approach to help give them a narrative or framework for understanding what happened. Staff are aware that children who have been involved in some serious behaviour incidents often take a while to come down from the emotional overload and may need considerable time before any conversation or learning is possible. Children are not expected to say 'sorry'

immediately after an incident, staff should say sorry on their behalf, so the other child gets a sense of closure. If the child understands about saying sorry then this could happen later but is not a requirement.

A Restorative Justice system has been set up across Key Stage 1 to empower the children to take over the management of low-level behaviour issues at playtime and lunchtime. Children from each class receive training and ongoing support to be Squabble Busters. The questions (see Appendix 4) that they use help to guide them through a restorative process and these are modelled by staff dealing with other behaviour issues in school.

### **3.11 Records**

All incidents of aggression, endangerment or deliberate hurting, verbal or non-verbal, are recorded on CPOMS so patterns can be identified. The entries are collated half-termly and form the basis of a report written by the Deputy Head / SENCO that is shared with the Headteacher and Governors for reflection and interventions to be put in place. These are also discussed at staff meetings and with individual staff members if there are issues that come up between monitoring periods.

If there is repetition of inappropriate verbal or physical behaviour, then the SENCO in partnership with the class teacher and support staff will investigate to see whether there are any patterns or underlying issue that could be addressed. A variety of approaches could be used including a Roots and Fruits chart, A STAR (Setting, Trigger, Action, Response) Charts or a behaviour tracking might be carried out on individual children to identify triggers or underlying issues.

An individual risk assessment may be completed, and a Behaviour Support Plan may be put in place so all adults working with the child are aware of how to respond in different circumstances (see Appendix 6 for examples).

Any physical intervention is recorded in the bound numbered book kept in the school office.

### **3.12 Interventions and Planning for Positive Outcomes**

Following analysis of the behaviour records and if a pattern is shown to be forming, then interventions may be put in place. The interventions may include,

- Social skills work in class, or in a small group
- Additional supervision at playtimes or lunchtimes
- Outreach support from the Pupil Referral Unit
- Placement at the Pupil Referral Unit
- Statutory Assessment for Special Educational Needs
- Nurture Work (if the underlying issue is a nurture based one)

### **3.12 Physical Intervention / Positive handling**

Our policy on physical intervention/positive handling complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' November 2007 (see Appendix 8). Staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person. Any incident that leads to a child being restrained or positively handled should be recorded on CPOMS and noted by Headteacher or Deputy Headteacher. Staff who are likely to need to use physical intervention should be appropriately trained. Newtown will follow the Buckinghamshire Steps approach and all class-based staff will be trained. All staff understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

#### **Positive Handling: Steps Approach**

The starting point around positive handling should be that all other strategies have failed, and it is as a last resort that restrictive physical interventions are used. However physical contact can and should be used positively as an act of care and to reinforce relationships. Restrictive physical intervention should only be used when there is a need to support, demonstrate care and as part of a planned intervention with the long-term aim of helping pupils develop skills which will make physical intervention less likely in the future. Restrictive physical intervention may be used in immediate crisis situations but there after must be reviewed and written into a behaviour support plan. Physical intervention can be upsetting for staff as well as pupils. Both will need time to recover and opportunities to review at a level appropriate to them. Staff debrief is also key to considering what happened / why, planning supports for the future and hopefully avoiding other incidents.

## 4. Roles and Responsibilities

### 4.1 Role of the staff

All staff should follow the School's behaviour approach and record any incidents appropriately. If a member of staff has any longer-term concerns about a child's behaviour, they should report them to the member of staff responsible for behaviour management in their area. All staff should be sensitive to the age and abilities of individual children and understand that all behaviour is a form of non-verbal communication.

### 4.2 Role of the member of staff responsible for behaviour management

The member of staff responsible for behaviour management should keep an overview of the behaviour of children in their allocated area (see Appendix 7 for named staff members). This should involve the regular weekly monitoring of CPOMs for the children in their care. Any patterns that emerge should be reported to the Deputy Headteacher / SENCO or Headteacher.

### 4.3 Role of the Headteacher

The Headteacher should keep an overview of the behaviour of all the children attending Newtown both in class and during child-initiated play or break and lunchtimes. If a child's behaviour is showing a pattern of disruptive or hurtful activities then the Headteacher should work with the parents, class teacher, teaching assistants and nurture staff to identify ways to support the child and improve behaviour.

### 4.4 Role of the Governors

The Governors should monitor the children's behaviour through the termly curriculum meeting reports, Headteacher reports and SEN reports. They may also have to sit on the Pupil Discipline Panel (see 4.6)

### 4.5 Role of Parents

Children at Newtown are encouraged to talk to grown-ups in school if they have any concerns, however if parents have any concerns about behaviour they should not hesitate to contact either the Headteacher or Deputy Headteacher.

At Newtown we always work in partnership with parents and will keep them informed of serious incidents. We believe that children do not need to be 'double sanctioned' for issues that have been dealt with at school but inform parents so that they can talk to their children about any behaviour issues and reinforce positive strategies at home.

Parents should note that issues in the playground before and after school are their responsibility and the school cannot deal with anything that arises.

## 5. Discipline

### 5.1 Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement** (DfE, June 2022). We refer to this guidance in any decision to exclude a child from school. The relevant internet address is: <https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a child, she informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The Governing Body itself cannot either suspend a child or extend the suspension period made by the Headteacher.

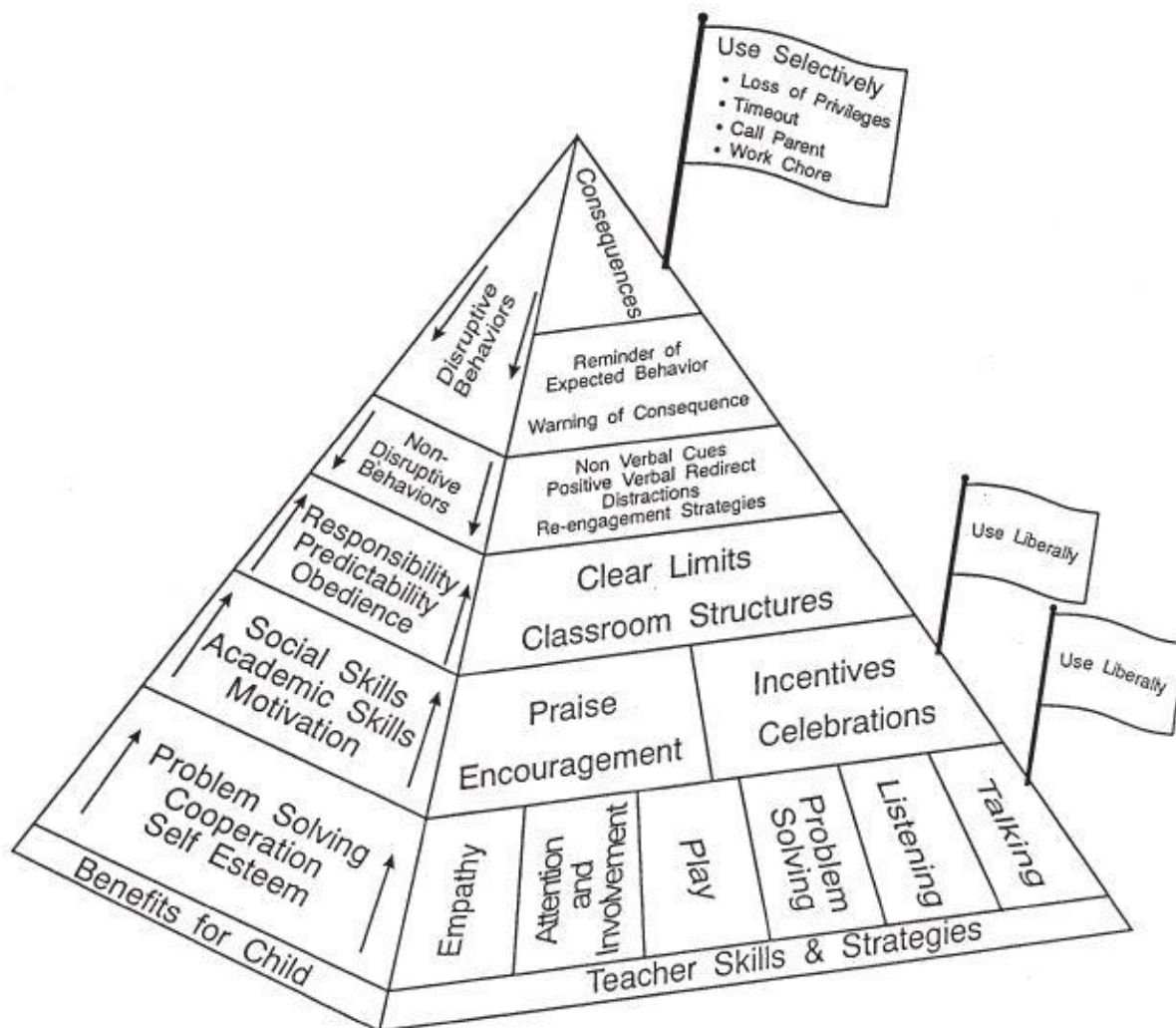
The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the child was suspended /excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.  
If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **6. Further advice and information**

The DfE published Behaviour and Discipline in Schools. Advice for Headteachers and school staff in January 2016. This can be read on the DfE website

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>



**Teaching Pyramid**

*How to Promote Children's Social and Emotional Competence by Carolyn Webster-Stratton*





# Appendix 3 PACE



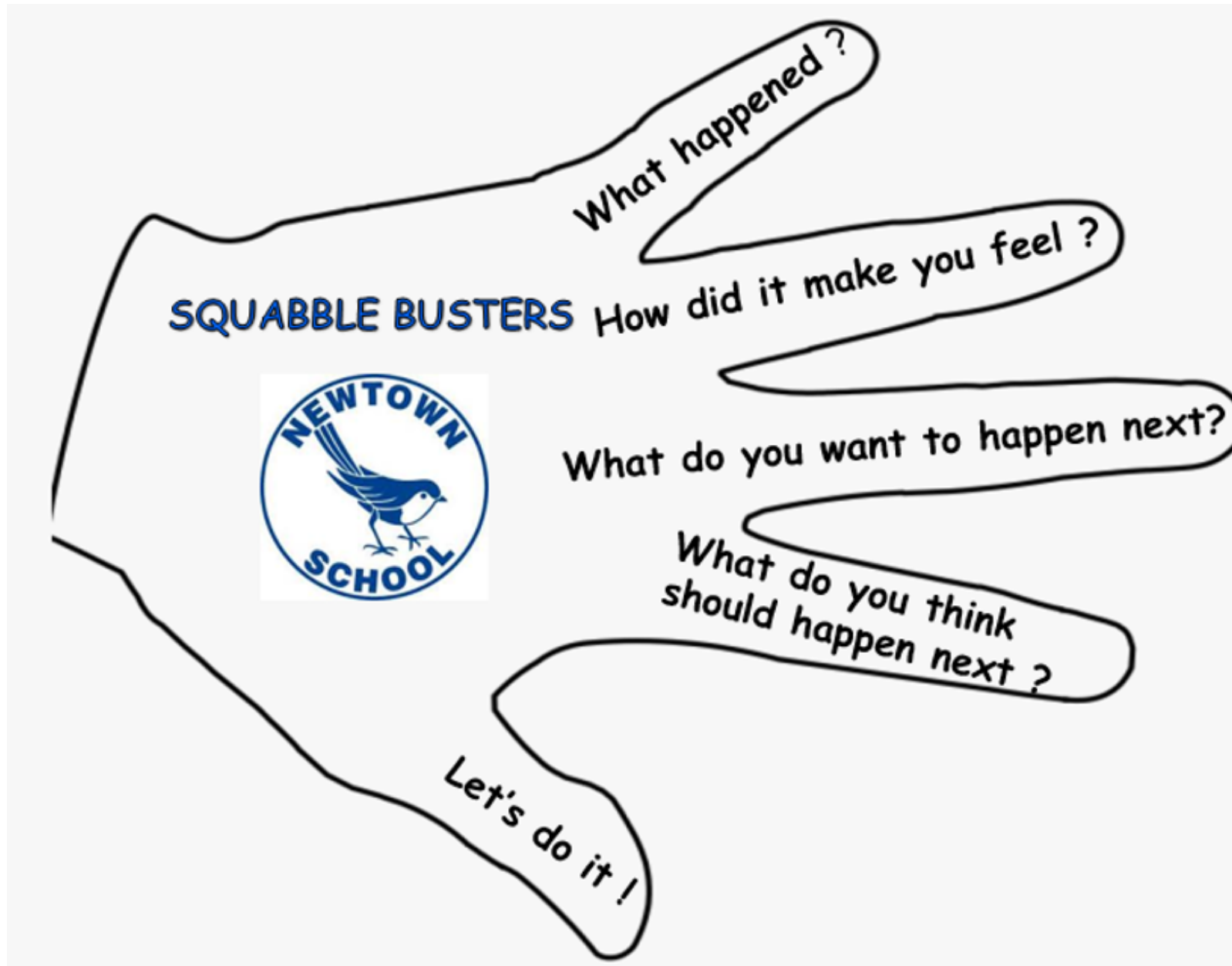


## Appendix 4 Behaviour Management Approach

**Every day is a new day;** all children will start with a clean slate. All consequences should be immediate, and **none** carried over. All children are different and this plan may be adapted to suit individual needs.

	Behaviour	Adult Action	Recording	Parents / Professional Involvement
1	<b>General Silliness / Swearing</b> <b>On off low-level disruption</b> <b>Hurting through boisterous play</b>	Reminders of Expected Behaviour, Non-Verbal Cues, Positive Verbal Redirection, Distractions & Re-engagement Strategies. Warning of Consequences. Consequence = Any natural consequence (i.e. tidying up what was thrown etc.) + name in the behaviour book <b>Teacher to explore ways to support and teach child to modify behaviours.</b>	This is not recorded unless the child is on a behaviour plan	Parents not informed.
2	<b>Repetitive low-level disruption across a week</b> <b>Deliberate hurting including biting</b> <b>Deliberate damage to school or other property</b> <b>Throwing stones at either people or objects</b>	Withdrawn from classroom with member of staff or taken aside in the playground to discuss. Consequence = Child to have 5 minutes time out or stay with adult in the playground for 5 minutes. No apology will be 'expected', adult could apologise on behalf of the child initially. Restorative Justice conversation to be had with children involved after the child has calmed down. <b>Teacher to explore ways to support and teach child to modify behaviours.</b>	Recorded on CPOMS by class teacher/ teaching assistant by the end of the same day. Record should include the place it happened, the time and a short description of the incident and <b>all</b> the children involved.	Parents to be <b>phoned</b> or <b>emailed</b> (NOT told at the end of the day).
3	<b>Behaviour endangering other children or staff or damaging property</b>	Possible removal from the class when calm enough to move and time given elsewhere to calm down. Other children to be evacuated from the room if not safe to move the child putting others at risk. Adult to be in eyeline (could be outside the classroom looking in) but <b>language to be used sparingly</b> . Positive handling or restraint methods to be used <b>as a last resort</b> to protect the child or others (2 adults to be present). Headteacher or Deputy Headteacher to be informed.	Incident to be fully recorded on CPOMS. Record should include the place it happened, the time and a short description of the incident and <b>all</b> the children involved. Any restraint to be recorded in bound numbered book and signed by both members of staff present. Parent to be informed ASAP by phone.	Parents to be <b>phoned</b> or <b>emailed</b> (NOT told at the end of the day) unless stated otherwise in a plan. Discussion with Educational Psychologist during planning, PRU outreach to be discussed.
3+	<b>Behaviour monitoring has shown:</b> <b>Repetitive hurting</b> <b>Repetitive disruptive or inappropriate behaviour</b>	Deputy Head / SENCO to check the records for any signs of bullying. If any identified, then bullying procedures to be followed. Investigation could include: <ul style="list-style-type: none"> <li>• Roots and Fruits</li> <li>• Behaviour Tracking</li> <li>• STAR chart</li> <li>• Pastoral Support Programme</li> </ul>	Following the investigation, the child should have a Risk Assessment and Behaviour Support Plan put in place. If the child is at risk of fixed term or permanent exclusion, or has been excluded then a pastoral support programme should be put in place.	Deputy Head / SENCO to have meeting with parents to discuss the actions and possible referral to the PRU.






Appendix 6.1 Behaviour Tracker



Behaviour Tracker



								X		
			X							
				X					X	
		X								X
					X					
X	X					X	X			
Arrival	Registration / Feelings	Funky Phonics	English	Morning Break	Maths	Lunch Time	Registration / Mindfulness	Afternoon Lesson	Story Time	Home time

Name: A Child

Tracked by: A Teacher

Date / Time frame: One day or One week

## Appendix 6.2 Behaviour Support Plan



### Behaviour Support and Risk Management Plan

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>		<b>Review Date:</b>	
--------------	--	---------------	--	--------------	--	---------------------	--



<b>Background/medical information:</b>	
<b>Potential Triggers/ Key Themes:</b>	
<b>What we want to see</b>	<b>What we will say or do</b>
<b>Signs things are not going well / difficult behaviours</b>	<b>What we will say or do</b>
<b>Where behaviours could lead / crisis</b>	<b>What we will say or do</b>



Signature of Headteacher: ..... Date .....

Signature of Parent / Carer: ..... Date .....



✚ Name of child:

Date chart started:

	<b>S</b>	<b>T</b>	<b>A</b>	<b>R</b>
<b>Date and time</b>	<b>Setting – where did it happen?</b>	<b>Trigger – what set it off?</b>	<b>Action – what happened?</b>	<b>Response – how did the staff or child respond?</b>

## Appendix 6.4 Behaviour Risk Assessment



### Pupil Behaviour Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard / Behaviour	Opinion Known O/K	Conscious Subconscious Involuntary C/S/I	Seriousness of Outcome A 1/2/3/4	Probability of Hazard B 1/2/3/4	Severity Risk Score A x B
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to property					
Harm from Disruption					
Risk of Absconding					
Other Harm:					
Other Harm:					



Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Risks which score 6 or more (probability x seriousness) should be addressed through a Behaviour Support and Risk Management Plan

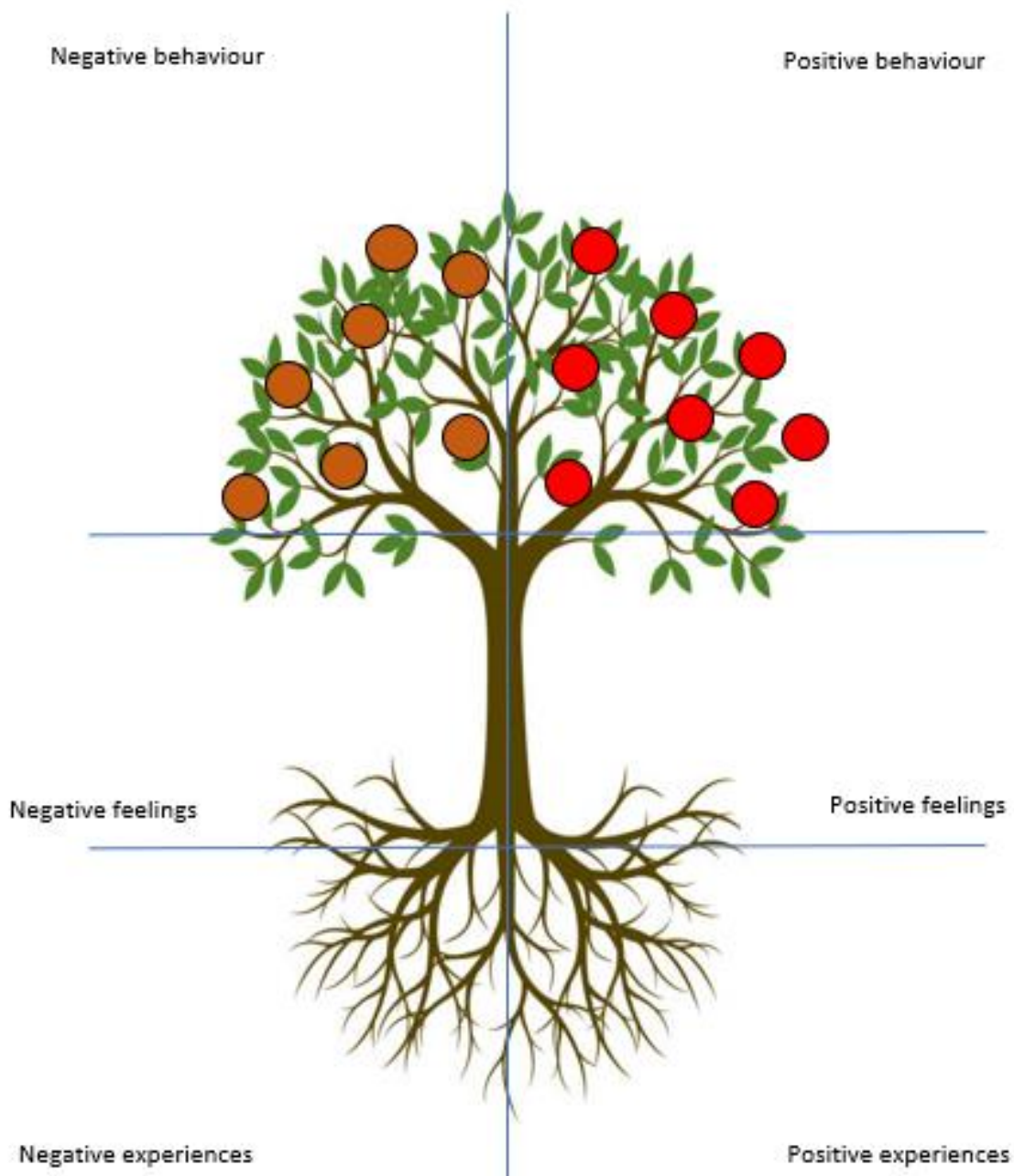


## Appendix 6.5 Roots and Fruits



### Roots & Fruits Analysis

Pupil's name:	
Who contributed to this analysis?	
Date of review:	



## Appendix 6.6 Pastoral Support Plan



### PASTORAL SUPPORT PLAN INITIAL MEETING SUMMARY



Name of child	Date of birth	Year group	Class
<p align="center"><b>Purpose of the Pastoral Support Plan</b></p>			
PSP Initial Meeting Date	Interim Review Date	Final Review Date	
<p><b>Names of those attending the meeting</b></p> <p>At Newtown due to the age of the child it is not appropriate for them to attend the meeting, however it is important that someone explains in child friendly terms what has been agreed so that they understand and feel part of the process.</p>			
Name	Role	Signature	
	Staff member in charge		
	Parent / Carer		
	Parent / Carer		
Please note below who will explain the plan to the child, when and where			



## PASTORAL SUPPORT PLAN INITIAL MEETING SUMMARY

Targets set at initial meeting	Target 1	Target 2	Target 3
<b>These targets should be SMART</b> Specific, measurable, achievable, realistic and time specific			
<b>Child</b> Strategies the child can put in place in order to meet the target			
<b>Parent/Carer</b> Strategies the family can put in place in order to help the child to meet the target			
<b>School</b> Strategies and actions the school will put in place in order to help the child make the target			

## **Appendix 7    Contacts**

<b>Overall Responsibility for Behaviour</b>	Hayley England, Headteacher
<b>Member of Staff Responsible for Behaviour Management</b>	Daniel Rose, Deputy Headteacher & SENCO
<b>Exclusions &amp; Reintegration Team</b>	01296 382835
<b>Oaks Pupil Referral Unit</b>	01494 721925

## **Appendix 8 Use of Force to Control or Restrain Children**

### **The Law on the Use of Force**

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury or damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the head has authorised to have control or charge of pupils. This can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits); and
- does not include any pupils.

### **What does 'Use of Force' actually mean?**

In a school force is generally used for two different purposes – to control pupils and to restrain them.

- Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
- When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

### **How does this work at Newtown?**

At Newtown we hope that the positive approach to behaviour, as stated in our Behaviour Policy, means that the use of force to control or restrain children will be a rare occurrence.

### **Before Using Force**

Except in cases where urgent action is essential for safety, staff should always try to deal with a situation through other strategies before using force:

- Remove the child or if, necessary, the other children from the area
- Send for another adult (probably the Deputy Headteacher or Headteacher)

### **Acceptable Force**

Physical intervention must never involve force which might reasonably be expected to cause injury. Reasonable force is relative to age, size and strength of the pupil as well as circumstances specific to the incident. It is always preferable to have another member of staff present.

Physical intervention can include:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Leading a pupil by the arm.
- Holding a pupil.
- Shepherding a pupil away by placing a hand in the centre of the pupils back.
- Very rarely, more restrictive holds.

Continue talking calmly throughout the incident making it clear that restraint will stop as soon as it is no longer necessary.

### **Children with Special Educational Needs, behavioural or autistic disorders**

All staff should be aware of any individual behaviour support plans or specific needs of pupils, especially for any pupils with disabilities, which may impact on the range, type and appropriateness of any physical intervention.

### **After Physical Intervention**

All occasions involving the use of force must be recorded in detail in the bound and numbered book kept in the Office **and** recorded on CPOMS. Concise, clear records will prevent misunderstanding and misinterpretation as well as providing valuable information for future action or in the case of a complaint.

Incidents should be reported orally to the Head teacher and written up as soon as possible.

Records will include:

- Names of pupils involved
- When and where the incident took place
- Names of staff and pupils who witnessed the incident
- Reason force was necessary
- How incident began and progressed (pupil's behaviour, what was said, steps taken to defuse the situation, details of force used, length of time force was applied for).
- Pupil response, outcome of incident.
- Details of any injury or damage to property

Staff may keep a copy of the record and consult a senior colleague or professional association representative if they wish to.

### **Reporting to Parents**

All incidents involving the use of force will be reported to parents. They will be invited to attend a meeting with the Headteacher at school to discuss issues involved. Chair of Governors will be kept informed. Every effort will be made to resolve the situation in a manner most beneficial to child and school.

### **Further Information**

For further information please see the DFE advice dated 17<sup>th</sup> July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>