

St Elizabeth Catholic Primary School

Behaviour Policy



The Governing Body of St Elizabeth Catholic Primary School

Date of Policy	September 2021
Review Date	September 2023
Chair/Committee Chair of Governor's signature	
Headteacher's signature	

Mission Statement

Inspiring and achieving lifelong learning in a welcoming Catholic community.

Safeguarding Statement

At St Elizabeth Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality statement

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

School Values

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs – **Relationships, Resilience, Responsibility** and **Respect**, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

British Values

At St Elizabeth, we recognise and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

DATA PROTECTION

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data.

The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties.

Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations.

All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

Contents

Safeguarding statement	2
Equality Statement	2
School Values	2
British Values	2
Catholic Ethos	4
Aims of Policy	4
Rights Respecting Schools	4
Classroom positive behaviour strategies	5
Whole school positive behaviour strategies	5
Playground & Lunchtime positive behaviour strategies	6
Positive handling & Reasonable Force Guidelines	7
Staff & Parents	7
Appendices	8

Policy for the Promotion of Positive Behaviour

The Catholic Ethos and the promotion of Positive Behaviour

As a Christian community it is our belief that we should endeavour to support children in their behaviour development in a spirit of Christian commitment to the best interests of others. We aim to do this through the example we set in the way we treat children and adults. We aim to promote the teaching of the Catholic Church that:

- We should show Christ's love in the way we treat others.
- Everyone has the right to be treated with respect as a child of God.

See Appendix 1 for the Code of Conduct

Aims of the policy

The community of St Elizabeth School wishes to foster an environment which:

- Is committed to the principles of the UN Convention on the Rights of the Child mentioned, particularly article 12 - the right to be listened to.
- Promotes teaching and learning.
- Enhances children's self-esteem, encouraging respect of self and others.
- Develops interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolution skills
- Encourages children to develop independence through becoming responsible for their own behaviour, achieving self-discipline and self-control.

Rights Respecting Schools

The school community is committed to the UNICEF UK Rights Respecting Schools award. We believe that all children have the right to be treated with dignity and fairness. Children's rights are at the forefront of our school policies, procedures and daily routines. The following articles from the UN convention on the rights of the child are of most significance to this behaviour statement.

Article 12 (respect for the views of the child)

Article 19 (protection from violence abuse and neglect)

Article 28 (right to education)

Discipline in schools must respect children's dignity and their rights, as well as respect their parents, their own and other cultures and the environment.

Golden Rules

We believe in working together for excellence for all. We have six Golden Rules to help us to do this.

1. Be gentle with each other – do not hurt anyone.
2. Look after property – do not waste or damage anything.
3. Listen to people and show respect – do not interrupt or be rude.
4. Work hard – do not waste your time or that of other people.
5. Be honest – do not cover up the truth.
6. Be kind and helpful – do not hurt anyone's feelings.

Classroom Positive Behaviour Strategies

Classroom Expectations

The classroom is organised in such a way that children understand how things are done and what to expect. All classrooms will be organised purposeful learning environments. Routines focus on how things are done and what the basic expectations are – children are expected to do the given homework, it is expected that children will arrive punctually at lessons and acts of worship. Children are encouraged to behave in a positive way at all times. Should a child lose focus and need redirecting towards positive behaviour, this is done in the form of a positive reminder, focusing on what is expected and using the language of choice.

At the start of each academic year each class will develop its own positive reward system. This can be changed throughout the year if the class teacher wishes to do so.

Monitoring Behaviour

EYFS & KS1 - Traffic lights system

Green: whole class start off with their names on the green traffic light

Amber: child is sent to time out area in classroom

Red: child is sent to time out in neighbouring classroom *Maximum 10 minutes*

KS2 - Behaviour levels

Level 1: Time out in class, children write their name and reason in the class Level 1 book.

Level 2: Child is sent with their work to the Calm Corner area in the neighbouring class.

Level 3: Detention (complete a 'Think it Through' sheet). A letter and text message will be sent home to inform parents that their child was sent to detention that day. If the child is sent to detention three times in a term the child's parents will be asked to come into school for a meeting with the class teacher and a member of the SLT. Detention is a last resort and should only be used for serious cases.

We use '**Think it Through**' sheets as a means by which children can reflect calmly on their behaviour and a framework for adults to talk to children about how they can do better next time.

Serious misdemeanours should be rare but fighting, bullying or racist behaviour will immediately be recorded by a member of the SLT.

Exclusions

If a child is not responding to the above strategies the school will follow the borough guidelines when making the decision to exclude a pupil. (See Appendix 2)

Whole School Positive Behaviour Strategies

ClassDojo Rewards Assembly

Good behaviour certificates should be given out to at least one child in the class at the end of every day. The Assembly takes place every Thursday in KS1 and Friday in KS2 to celebrate children's good behaviour and achievements.

House points

Children and staff from KS1 and KS2 are split into houses. The houses are named **Matthew**, **Mark**, **Luke** and **John**. Throughout the year pupils can win points for their houses. At the end of each term the house with the most points wins a prize.

Playground & Lunch Time Positive Behaviour Strategies

Conflict and resolution in the playground

We aim to ensure that intervention should take place before confrontation occurs. This requires vigilance on the part of staff to ensure that possible conflict is identified before it escalates. Staff monitor behaviour in the playground and should be aware of early signs of conflict. Immediate action is intended to divert children from conflict.

We do this by:

- Listening to both sides.
- Engaging participants in discussion about how the problem may be resolved, ensuring that children listen to each other.
- Using positive language when speaking to children.
- Remaining objective and polite to all children.
- Encouraging participants to compromise.
- Suggesting alternative activities, groupings or partnerships.
- Staff working or playing alongside participants to offer guidance and support.

Playground Activities

We aim to promote structured play. Playground activities are designed to involve children fully. The role of the Mid-Day Supervisory Staff is to supervise and guide, ensuring that games are played fairly and everyone is given their turn. The school has invested in a wide range of equipment for playground activities. These activities are organised by children with guidance and intervention by the staff. Each playground area displays a plan showing identified zones where games and activities are taking place, thus enabling children to choose in which activities they wish to participate.

Playground Pals

Playground Pals a selected number of pupils from years 5/6 and during lunchtimes they will go over to the KS1 playground and lead games and activities. Where possible the identified Playground Pal will wear a red vest, which shows that they have taken on this responsibility in the playground.

Guidance for Mid-Day Supervision

Overall responsibility for staff and children is taken by the Head or Deputy during lunch times.

Mid-day staff should use the procedures outlined in this policy.

- If a child is disrupting a game or activity, a brief exclusion from the game and discussion of behaviour is necessary.
- Any persistent problems should be referred to the Senior Mid-day supervisors who will assess what further action needs to be taken.
- The Mid-Day supervisors will complete a sanction slip to be handed to the class teacher at the end of lunchtime. The teacher deals with the issue and will keep the slip in the behaviour book.
- If a serious incident occurs, send for the Head or Deputy.

Lunchtime Good Behaviour Certificates

MDMS can give out certificates throughout the week to celebrate a child's behaviour during lunchtime. Staff will keep a list of children that have been given certificates and a member of the admin team will send a text message home to let the parent know that their child has behaved extremely well during lunchtime.

Posh Nosh

Every Friday the MDMS will choose a child to take part in posh nosh. These children will have displayed exemplary behaviour all week. The children are then taken to the KS2 hall and are served at a special table.

Positive handling & Reasonable Force

At St Elizabeth Catholic Primary School, we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention.

Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

See Appendix 7 for the procedures to be followed when considering the need to use positive handling as a last resort.

Staff & Parents

Induction of Staff and review of the policy

The policy will undergo annual review. It will be discussed at the beginning of each Academic Year, with induction for new members of teaching and support staff.

Codes of conduct (See Appendix 1)

Statement of Principle: In order to effectively promote positive behaviour, we believe that adults must act as good role models. Therefore, our code of conduct is intended to include teaching and support staff, parents and visitors to the school.

Ensuring that parents and carers are aware of the policy

Given that we believe in working together to achieve excellence for all, parents will be contacted in relation to any aspect of positive or negative behaviour. The standard letters are found in Appendices 3, 4, 5 and 6. If a child is asked to complete a 'Think It Through' sheet', it is expected that the child will have it signed by their parents and returned to the member of staff who has issued it.

Parents will be familiarised with the policy on the school website and a copy of which shall be available at the school office at all times.

Appendix 1

Codes of conduct

Statement of Principle: In order to effectively promote positive behaviour, we believe that adults must act as good role models. Therefore, our code of conduct is intended to include teaching and support staff, parents and visitors to the school. The Code of conduct is linked to our classroom rules.

Our staff should acknowledge their responsibility throughout the day by:

- Providing equality of opportunity for all children.
- Treating children fairly and with understanding.
- Supervising children with proper attention to safety.
- Showing care and consideration for the needs of children.

Our parents should acknowledge their responsibility by:

- Agreeing to support the school ethos.
- Supporting staff with their children's development.

Visitors to school should acknowledge their responsibility by:

- Respecting the ethos of our school.
- Respecting the school community, children, staff and parents.
- Respecting school procedures.

Our children should acknowledge their responsibility by:

- Obeying all members of staff in the interest of their educational development and safety.
- Wearing regulation school uniform.
- Only leaving the classroom or school premises with permission.
- Only entering a classroom when supervised by a member of staff.
- Going to an adult to help resolve disputes.
- Being a role model for behaviour.
- speaking to peers and staff in a respectful manner.
- Adhering to our equalities statement.
- Using and developing their skills to regulate their emotions by discussing matters with their peers or an adult.
- Moving about the school premises in a quiet orderly manner.
- Respecting the school environment, school property and the property of other individuals.

Appendix 2

Exclusions

The decision whether or not to exclude a child is the sole responsibility of the Head Teacher or Deputy acting in the Head Teacher's absence. Any exclusion will only take place in the light of guidance from 'Child Behaviour, Discipline and Exclusion' – guidance for Voluntary Aided Schools from the Westminster Diocese Education Service and bearing in mind paragraph 3.3.2 (page 11) which states: 'An exclusion is a traumatic experience for all concerned and should be used as a last resort rather than as a normal sanction for bad behaviour. It is important to ensure that children lose as little education as possible.'

Reasons why a child may be externally excluded

This is not an exhaustive list. Exclusion is a decision made by the Headteacher.

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/ threatening behaviour against an adult
- Verbal abuse/ threatening behaviour against a pupil
- Theft
- Sexual misconduct
- Bullying (including cyber bullying)
- Racist abuse

Appendix 3

Standard Letter to Parents KS1



Dear parent(s)/carer(s),

Your child behaved so well in school today that we wanted to let you know! They followed all the rules in school and were a credit to their class, their teacher and most importantly, you!

Please join us in congratulating your child for their excellent behaviour.
We wanted you to know we are really proud of this achievement!
Yours sincerely,



Appendix 4

Standard letters to parents KS2



St Elizabeth Catholic Primary School

Bonner Road, Bethnal Green, London, E2 9JY

T: 020 8980 3964

email: school@st-elizabeth.uk website: www.st-elizabeth.uk



Executive Headteacher: Ms Angelina John

Head of School (KS2): Mrs Tracy Jennings

Head of School (EYFS & KS1): Miss Naomi Sutherland

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Dear Parent(s) Carer(s),

Your child _____ behaved so well in school today that we wanted to let you know! They followed all the school rules and were a credit to their class, their teacher and most importantly you! Please join us in congratulating your child for their excellent behaviour. We wanted you to know that we are really proud of their achievement!

Yours sincerely,

*

*

*

Appendix 5

Level 2 Time Out letter

Dear Parent/Carer,

We believe in working together, including parents, to achieve excellence for all. We have six Golden Rules, as outlined in the behaviour policy, to help us achieve this:

1. Be gentle with each other – **do not hurt anyone**.
2. Look after property – **do not waste or damage anything**.
3. Listen to people and show respect – **do not interrupt or be rude**.
4. Work hard – **do not waste your time or that of other people**.
5. Be honest – **do not cover up the truth**.
6. Be kind and helpful – **do not hurt anyone's feelings**.

Given this, we make sure parents are aware of their child's behaviour in order to support positive behaviour in the school.

I regret to inform you that your child, _____ had to be sent out of class today. Please can you discuss with your child about the behaviour that resulted in the need for them to take time out. If your child should continue to display this behaviour in class, they will be sent to the Headteacher or Deputy Headteacher who may issue a detention and/or an unacceptable behaviour letter. If your child should receive three detentions or unacceptable behaviour letters in a term this will result in an exclusion so this is a serious matter.

Teachers have a right to teach and children have a right to learn, therefore we appreciate your support in encouraging positive behaviour in school.

Please sign the slip below and return it to me so that I know you have received this letter and spoken to your child about the incident and their behaviour.

Yours faithfully,

Class Teacher

PLEASE SIGN AND RETURN THE SLIP BELOW

I have received the Level 2 Time Out letter for my child _____ and will arrange to come and see you regarding this.

Signed _____ Date _____

Appendix 6

Level 3 Think it Through letter

Dear Parent/Carer,

We believe in working together, including parents, to achieve excellence for all. We have six Golden Rules, as outlined in the behaviour policy to help us achieve this:

1. Be gentle with each other – **do not hurt anyone.**
2. Look after property – **do not waste or damage anything.**
3. Listen to people and show respect – **do not interrupt or be rude.**
4. Work hard – **do not waste your time or that of other people.**
5. Be honest – **do not cover up the truth.**
6. Be kind and helpful – **do not hurt anyone's feelings.**

Given this, we make sure parents are aware of their child's behaviour in order to support positive behaviour in the school.

I regret to inform you that your child, _____ received a detention today. Please can you discuss with your child about the behaviour that resulted in detention. If your child should receive three Level 3 Think it Through letters in a term this will result in an exclusion so this is a serious matter.

Teachers have a right to teach and children have a right to learn, therefore we appreciate your support in encouraging positive behaviour in school.

Please sign the slip below and return it to me so that I know you have received this letter, reviewed their Think it Through sheet and spoken to your child about the incident and their behaviour.

Yours faithfully,

Class Teacher

PLEASE SIGN AND RETURN THE SLIP BELOW

I have received the Level 3 Think it Through letter for my child

and will arrange to come and see the class teacher or a member of the Senior Leadership team regarding this.

Signed _____ Date _____

Appendix 7

Definition of 'restrictive physical intervention'

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

Two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

When the use of restrictive physical interventions may be appropriate

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is unresisted after a few seconds.

The safety and well being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Who may use restrictive physical intervention in St Elizabeth Catholic Primary school?

All St Elizabeth staff are authorised by the Head teacher and **must** be aware of this Policy and its implications.

St Elizabeth staff are aware of and/or have had Team Teach Positive Handling training.

We take the view that staff should not be expected to put themselves in danger and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

In addition, the Head teacher may give temporary authorisation to others e.g. parent helpers on a trip, centrally employed support staff.

Planning for the use of restrictive physical interventions

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows: -

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate

to a particular circumstance, and the using of it repeatedly as a regular feature of school policy. Some children may need to be restrained more frequently and a home school agreement will be made with the parent/carer.

- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times

Acceptable forms of intervention

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participant's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil.

Developing a positive handling plan

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult 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 include:

- what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a **record** needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs
- [St Elizabeth may also need to take medical advice about the safest way to hold a child with specific medical needs.]

Guidance and training for staff

Guidance and training is essential in this area. We need to adopt the best possible practice. At St Elizabeth school this is arranged at a number of levels including:

- awareness for governors, staff and parents
- behaviour management for all staff
- managing conflict in challenging situations - all staff
- specific training on Restrictive Physical Intervention techniques - all staff

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to the Tower Hamlets Child Protection and Safeguarding policies.

School procedures

The use of restrictive physical interventions by staff. This procedure supports the application of the Tower Hamlets policy and guidance on the use of Restrictive Physical Intervention. All staff should study the policy statement carefully – it can be found in the behaviour folder in the SLT office and on the school website.

- The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is **(Ms Angelina John/Ms Naomi Sutherland/ Mrs Tracy Jennings)**.
- The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is **(Ms Angelina John/ Mrs Tracy Jennings)**.
- Copies of all risk assessments are held **in the Behaviour file in the senior leadership office** and are reviewed after every use of force and termly.
- Only those trained in appropriate techniques within the last twelve months may be authorised. The person(s) responsible for ensuring that appropriate training is provided, including regular updates, is Ms Angelina John/Ms Sutherland/Ms Jennings.
- Training records are held in the admin office in the CPD file.
- Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
- Every use of restrictive physical intervention is to be formally reported (written – Appendix 12) reported the same day to the Head teacher or the deputy in charge if the Head teacher is off-site. The Head teacher or deputy will ensure that a parent of the child who has had force used against them is notified that day.
- In addition, the details of each use of physical intervention must be recorded on the Pupil Incident Report Form that is held **in the behaviour file**. This form can also be found in Appendix 9 of this document. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention.

Appendix 8



St Elizabeth Catholic Primary School POSITIVE HANDLING– INCIDENT REPORT FORM

Basic information Name of Pupil:	DOB:		Year/Class:	
2. Events leading to this incident 2.1 Where did the incident occur?				
2.2 When did the incident occur?	Time:	Day/Date:		
2.3 How did the incident begin				
3 Describe the incident				
3.1 What was happening at the time?				
3.2 Was anyone else involved?				
3.3 Did anyone else see what happened? (give details)				
3.4 What behaviour was the pupil presenting that warranted positive handling?				
3.5 Was there damage to property or an assault on a pupil or staff during the incident?				
3.6 What did you do to try to defuse the situation before using positive handling?				
3.7 i. How was the pupil restrained? (describe) e.g. two people escort; one person wrap; supine control ii. For how long? iii. By how many staff members? iv. Were they authorised?				
4. Injuries sustained 4.1 Was anyone injured? YES / NO <i>If yes, give details</i>				
4.2 Was this recorded in the accident book? YES / NO				

4.3 Was the pupil checked for injuries by a member of staff who was not involved in the incident? YES / NO If yes, by whom?		
5. Implications for future planning 5.1 What do you think this behaviour was about? e.g. <i>attention; emotional release; task escape mechanism; other</i>		
5.2 What would you do differently next time to avoid the need for physical positive handling?		
5.3 Are other staff aware of the need for a planned response to the pupil? YES / NO		
6. Follow up Action 6.1 The incident was reported by:		
6.2 Parent/Carer was informed by: Telephone Letter (with pupil) Letter (post) Personally	When were they informed? Time:	Date:
Incident form completed by:		Post held:
Date:	Copies to: Parents/ Class teacher/ Behaviour Coordinator/ School File	

The Legal Framework

Staff should be aware that for some pupils the use of physical positive handling may act as a positive re-enforcer for their behaviour

(i) Section 550A of the Education Act 1996 allows teachers, and other members of staff at a school who are authorised by the head teacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and offsite activities.

(ii) There is no legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is reasonable in the circumstances to prevent an offence (eg. physical assault) being committed. Reasonable minimal force must be a matter of personal judgement.

It is permissible:

- a) in order to remove the danger of another person being assaulted
- b) when a person is wilfully damaging property

(iii) The use of any degree of force or positive handling is unlawful if the circumstances do not warrant the use of physical force. The degree of force employed must be in proportion to the circumstances of the incident and the potential consequences.

(iv) The law requires that force should be used only when every other approach has been tried and all practical methods to de-escalate the situation have been employed.

Where a member of staff has clearly over-reacted and the use of force was unreasonable or excessive, he/she may be liable to disciplinary, civil or criminal proceedings.

(v) In cases of physical positive handling, a written report must be kept on the child's file and this will need to include:

- a) How the incident began and progressed including a description of the pupil's behaviour.
- b) What was said by each party?
- c) The steps taken to defuse/calm the situation.
- d) The type of positive handling used and with what degree of force, and for how long.
- e) The pupil's response and outcome of the incident.
- f) Injuries sustained by the pupil, another pupil, or a member of staff and any damage to property.

(vi) It is recommended that this report be written within 12 hours of an incident occurring, and that the pupil is checked by a member of staff independent of the incident to ascertain if injuries have been sustained.

(vii) It is always advisable to inform parents of an incident involving their child and give them the opportunity to discuss it. The Headteacher will need to consider whether to inform parents straight away or at the end of the school day, and whether this should be done in writing or orally.

Date of Ratification:		Signed: <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>
Review date:		Signed: <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>
Review date:		Signed: <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>