

Chapel End Primary School  
Behaviour Policy

## **'Mission Statement.'**

**We aim to provide our children with the highest possible standard of education, through quality teaching and learning, in a happy caring environment.**

**We will do the best WE can to enable our children to do the best THEY can.**

This policy was approved by:	Full Governors
Date	Spring -2022- 2023
Review Date	Spring - 2024-2025

***'Everyone stands to benefit from good behaviour in schools. Effective behaviour management means that low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Pupils can learn; teachers can teach; staff can do their job; and parents have confidence that their child is safe and supported to do the best that they can.'***

**Amanda Spielman.**

**OFSTED 2019**

## **INTENT**

1. To create an ethos of good behaviour in school where everyone can be happy, secure and safe.
2. To build a school community which values honesty, humour, kindness, citizenship, resilience, peace, respect, spirituality, forgiveness, tolerance and friendship.
3. To make sure everyone knows what is expected of them in our school.
4. To help everyone to develop good manners towards everybody.
5. To ensure that all are treated fairly, shown respect and to promote good relationships.
6. To make sure that lines of communication are clear and effective.
7. To create a culture of positivity where people are not afraid to make mistakes.

## **Strategies:**

To meet our aims we will ensure that the following strategies are employed:

1. Each member of staff is responsible for the behaviour and safety of the children in their care (Teachers' Standards – Point 7)
2. The school values will be promoted at all times by staff and learners.
  - Kindness
  - Honesty
  - Resilience
  - Love
  - Hope
  - Tolerance
3. Adults will model fairness and consideration of others for the benefit of all pupils and in order to develop mutual respect.
4. All staff will consistently demonstrate and expect high standards of behaviour at all times.

5. Children will be taught to be polite, respectful, well mannered, obedient and well behaved in a manner that is outlined in this policy.

6. Members of staff will **praise good behaviour**, completion of good work and celebrate all successes in a manner that is outlined in this policy. At Chapel End Primary people are named and famed for good behaviour. Each class has a pupil of the week display where winners of this weekly award are displayed. The award is given out by the Headteacher in Weekly assemblies.

7. Staff will always model positivity in their verbal communication with children in our school.

## **8 Rewards**

Rewards will be used by staff to encourage and promote good behaviour.

The rewards system at Chapel End Primary is as follows:

- a. Verbal praise.
- b. Teacher's own stickers and certificates in class.
- c. Communication to parents/carers by the class teacher via Dojo, telephone call or face to face at home time.
- d. Child's work put on the Headteacher's wonderwall and child receives a Headteacher sticker.
- e. Child given a certificate from the Headteacher.
- f. Child awarded pupil of the week; displayed in class and celebrated in the school newsletter.
- g. Child given a house point which contributes to their designated house team. The winning house at the end of each half term receives a treat afternoon.

## **9 Sanctions**

Sanctions at Chapel End Primary school operate on a graduated approach.

The graduated approach is:

### **Stage 1**

The child is asked by the teacher to modify their behaviour.

### **Stage 2**

The child is kept away from other children at the earliest possible breaktime and completes a restorative thinking activity and positive action plan with the Teacher/Learning Assistant.

### **Stage 3**

Class Teacher conducts a meeting with the child's parents to discuss their behaviour.

### **Stage 4**

Class Teacher, Deputy Headteacher, SENDCO and child's parents conduct a meeting to complete and Individual Behaviour Plan.

### **Stage 5**

Headteacher conducts a meeting with parents to reinforce the Individual Behaviour Plan.

### **Stage 6**

Headteacher issues a fixed term exclusion following the procedures and guidelines detailed in the St Helens Exclusions guidance.

[Information for Parents/Carers - School Exclusions - St Helens Council](#)

### **Stage 7**

Headteacher and the governing body issue a permanent exclusion following the procedures and guidelines detailed in the St Helens Exclusions guidance.

These stages are displayed in every classroom and explained to the children at an age appropriate level- see appendix A

At lunchtime, Midday Supervisors would conduct stage 1 of the graduated approach. If needed, the class teacher would be actioned to take the approach further from stage 2.

Sanctions operating through the graduated approach may be given for the following reasons:

- a. Child has been disruptive during a lesson.
- b. Child has refused to complete set work or homework.
- c. Child been unkind or disrespectful to someone.
- d. Child has been in a place they shouldn't have been.
- e. Child has been verbally abusive to other children or a member of staff.
- f. Child swears.
- g. Child is untruthful about their actions.
- h. Child takes advantage of a member of the school community who has SEND for their own amusement or gain.
- i. Child uses a digital device to purposefully reference inappropriate material or cause offence to others.

If a child displays the following behaviours, the graduated approach would begin immediately at stage 5 or above depending of the severity of the incident. Each situation will be investigated on a contextualised basis.

- a. Child has been physically abusive to other pupils or a member of staff in a way that isn't reactionary.
- b. Child has displayed aggression or violence, creating a safeguarding concern.
- c. Child uses inappropriate language including swearing and language that conflicts with the school's equal opportunities policy to cause upset.
- d. Child is in possession of a materials that could cause a safeguarding concern

## **10 The positive behaviour approach**

Our policy on positive behaviour complies with guidance produced by the DFE July 2013: The use of reasonable force: Advice for Headteachers, staff and governing bodies.

The positive behaviour approach is only to be adopted if all non-physical strategies detailed within this policy have not been effective and a child is deemed to be a danger to themselves and/or others.

On the very infrequent occasions that this may happen it may be necessary to use positive handling physical interventions to remove a child from a situation and take them to a place of safety so that the situation can be deescalated and resolved.

In a situation where a child is to be physically removed from a situation by a member of staff, all interventions must be reasonable, appropriate and justified.

The DFE July 2013: The use of reasonable force: Advice for Headteachers, staff and governing bodies states that it is acceptable to use physical intervention to:

- a. Remove a child from the classroom when they have refused an instruction to do so.
- b. Prevent a pupil from behaving in a way that disrupts a school event or educational visit.
- c. Prevent the child from leaving the classroom whereby doing so it would place them in an unsafe situation
- d. Prevent a pupil from attacking another child or member of staff
- e. Restrain a child who is at risk of self-harm.

Only staff who have received training in 'Team Teach' positive handling intervention should perform a physical intervention. However, if it is deemed that a child is at risk of immediate harm to themselves or others, all staff employed at Chapel End Primary have a duty of care to safeguard the needs of all children and may use reasonable, appropriate and justified intervention until a trained individual is available to support them.

It is seen as good practise where possible to have at least two members of staff present if positive physical interventions are being applied.

## **11 Reporting**

Behaviour incidents at stage 1 do not need to be reported. Stage 2 of the graduated approach would be communicated to SLT and the child's parent or carer verbally on the same day as the incident. Incidents from stage 3 onwards would be recorded on the school's CPOMS system in addition to reporting to SLT and parents.

All incidents which have required positive physical intervention must be recorded on CPOMS and the bound and numbered book with the family of the child being contacted on the same day to explain the details of the incident.

Individual behaviour plans and support will be put in place for pupils who are at risk of misbehaving, or who have evidence of behavioural difficulties. These plans are stored on the school CPOMS system.

Staff will demonstrate professional understanding of vulnerable pupils or pupils with special needs including mental health needs. Chapel End Primary School reserve the right to alter the approaches in this policy to suit the needs of those children with SEND. These approaches will be planned by the class teacher, senior leadership team, the SENDCO, appropriate outside agencies, the child, and the child's parents/carers.

Any exclusions would be recorded in Governor meeting minutes and reported to St Helens Local Authority and OFSTED during an inspection.

## 12 Equal opportunities and inclusion

At Chapel End Primary School, leaders and staff aim to create a safe, calm, orderly and positive environment in the school so pupils can feel safe, and learn. We ensure that our clearly defined behaviour and attendance policies are applied consistently and fairly by all staff, so that pupils attend well and develop positive attitudes toward school life and their learning.

We are committed to meeting the needs of each individual especially those identified in the 2010 Equality Act.

## 13 Exclusions

### What is exclusion?

The removal of a child from their existing educational establishment due to their behaviour.

If a pupil is not allowed to attend school for any period of time then they **must** be formally excluded.

### Who can exclude a pupil?

Only the Headteacher of a school can exclude a pupil and it can only be on disciplinary grounds

Can only be in response to serious breaches or the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the welfare or education of the pupils or others in school

The decision to exclude must be rational, reasonable, fair and proportionate.

### Types of exclusion

#### Fixed term (termed as a suspension from September 2022)

This is where a pupil is temporarily removed from school for one or more school days.

It can be for part of the school day

It cannot be more than 45 days in one school year

Schools should set and mark work for the first 5 days

If longer than 5 days, alternative full-term education must be arranged

They cannot be extended or converted to a permanent exclusion

The Governing Board and Local Authority must be informed where the exclusion is for more than 5 school days in a term or where the pupil will miss a public exam or test

School should have a re-integration strategy following a fixed term exclusion including a plan for managing the pupil's behaviour.



## Permanent

This is where the pupil is removed from school permanently and is unable to return at any point in the future

### **This Should be an absolute last resort**

The pupil is permanently removed from the school roll

The Headteacher must inform the GB and the Local Authority immediately of any permanent exclusion

The Local Authority must arrange full-time education from the sixth school day

## Professional support

Before an exclusion takes place there are a number of agencies and support networks that schools and families can access. These include the following which is not an exhaustive list :

Early Help

Social Care

Education Welfare (attendance)

Educational Psychologists

Targeted Services EG the Behaviour Improvement Team

SEND Team

Outreach/resourced provision

Virtual School Team for LAC

Child and Adolescent Mental Health Service (CAMHS)  
St Helens MHST

## The decision to exclude

A decision to exclude should **only** be taken:

In response to a **serious** breach or persistent breaches of the school's behaviour policy; **and**

Where allowing the pupil to remain in school would **seriously** harm the education or welfare of the pupil or others in school

The decision must be **lawful, rational, reasonable, fair** and **proportionate**

Only the Headteacher can make the decision to exclude.

## The exclusion process

The Headteacher makes the decision to exclude

The Headteacher writes to the parents notifying them of the exclusion telling them how long the pupil is excluded for and why

For the first five days of an exclusion, the parents have the responsibility to make sure the pupil is not in a public place during school hours, unless there is good reason

## Notification

The Headteacher must without delay inform Governors/the Chair of Governors and the LA about:

Any permanent exclusion

Any exclusion which results in the pupil being excluded for more than 5 school days in a term (or 10 lunchtimes)

Any exclusion which would result in the pupil missing a public exam or national curriculum test

All other exclusions once a term

## Challenging a fixed term exclusion

Parents can write asking for the school's Governing Body to overturn the exclusion if either:

The pupil has been excluded for more than 5 days

The exclusion means the pupil will miss a public exam or a national curriculum test

If the exclusion is for 5 days or fewer, parents can still ask the Governing Body to hear their views but Governors cannot overturn the Headteacher's decision

If a pupil has been excluded for more than 15 days in a term, the Governing Body **must** review the decision

## Challenging permanent exclusions

Parents must be invited to a review meeting with the Governing Body if their child has been permanently excluded. This must happen within 15 school days.

If the Governing Body does not overturn the exclusion, the parents can ask for an Independent Review by their Local Authority (or Academy Trust if the school is an academy)

If the pupil is still excluded the parents can ask the Local Government Ombudsman (or the Education Funding Agency if the school is an academy) to review whether the case was handled correctly. However, they cannot overturn the exclusion.

### The Governors panel

At Chapel End Primary school 3 Governors will sit on an exclusion panel. These Governors must not be parent Governors or Governors who are also staff members within the school.

The panel must meet within 15 school days to consider an exclusion if:

The exclusion is permanent

The exclusion would result in the pupil being excluded for more than 15 days in a term

The pupil would miss a public exam or test

For exclusions between 5-15 days in a term the Panel must meet if requested by the parents

For exclusions of less than 5 days in a term the panel must consider representations from the parents but are not required to meet with them

### Panel decisions

Uphold the Headteacher's decision; or reinstate the pupil (immediately or by a specific date)

Decisions should always be in the best interests of the pupils

The decision is made by majority vote, and all members of the Panel must uphold the majority decision

### Appeals

A permanent exclusion must be reported to an Independent Review Panel within 15 school days from receiving the decision of the Governors

The Independent Review panel will review the GB's decision not to reinstate the pupil

The Independent Review panel can decide to uphold the exclusion, **recommend** the GB reconsider the decision, or **direct** the GB to reconsider the exclusion.

## 14 Positive handling and physical Intervention

It is recognised that the vast majority of pupils in our school respond positively to the Chapel End Vision and Values and our behaviour and conduct expectations. The well-being, welfare and safety of all pupils and staff at Chapel End Primary school is of paramount importance.

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Chapel End Primary School acknowledges that physical techniques are only part of a whole school approach to behaviour management. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Chapel End Primary School does not support the routine use of physical interventions. All staff at Chapel End Primary understand that school cannot use force as a punishment; it is always unlawful to use force as a punishment.

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property.

The scale and nature of any physical intervention must be **necessary, appropriate** and **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) are provided with appropriate training to deal with these difficult situations.

No legal definition of "reasonable force" exists however for the purpose of this policy and the implementation of it in Chapel End Primary School, the clarification provided in the DfE guidance document 'use of reasonable force', 2013 is used:

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury.

**It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.**

### 1. Physical Contact

There are situations in which proper physical contact occurs between staff and pupil.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front / back of the line when going to assembly or when together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercise or techniques during PE lessons or sports coaching;
- To give first aid;
- To accept a gesture of affection such as a hug from younger children.

### 2. Pre- physical intervention

We believe behaviour is a form of communication and will try to meet the child's needs, emotionally and sensory, to avoid the use of physical intervention.

Children need to feel

Safe

Secure

Seen

Valued

Liked

If children feel this then we will get the best out of them.

Children need to feel liked before we can work with them on correcting their behaviour – connection before correction.

It is important for children to understand that it's ok to be angry, sad etc. They are just feelings we need to model.

At Chapel End Primary School we don't avoid the difficult emotions with children and we let them see that we feel like that too sometimes. This is done through a whole school approach to emotional check-ins at the start of each morning and afternoon.

To support children in regulating their emotions, staff follow these steps:

Step 1 – recognise the child's feelings and empathise with them – genuinely see it from their point of view – connect before you correct

Step 2 – Label feelings and validate them

Step 3 – Setting limits on behaviour (if needed)

Step 4 – Problem solve with the child

### 3. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant this is termed as 'a show and go' or additionally a 'caring C guide'. Some staff have had Team Teach Positive behaviour training including the SENCo. Where appropriate these members of staff will be allocated to pupils whose needs require physical intervention.

### 4. Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of "reasonable force" should be seen as a last resort. All such incidents must be recorded and be stored in an accessible way. If at all possible, more than one member of staff should be present if physical restraint is necessitated. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control restraint. Where appropriate staff will be trained in Team Teach positive handling strategies.

### Strategies for dealing with challenging and escalating situations

- Monitor pupils and be aware of emotional triggers for identified pupils
  - Put support plans in place for children who struggle to regulate their emotions
- If a situation does arise:
- Give short instructions for a child to stop.
  - If possible, remove property or other people from the situation
  - Use show and go to guide a child away from the situation
  - Use a caring C guide to guide the child away from the situation
  - Convert hand to 'bandaged hands' grip when leading a child away from the situation if necessary
  - If only one person is present, stay in location and control arms with a 'Helping Hug'.
  - With 2 people present use '2 person- single elbow'
  - Move the child to a safe seated place 'seated double embrace'.
  - As soon as it is safe, any hold or restraint should be gradually relaxed to allow the pupil to regain self-control. The pupil should be informed about what will happen next and be offered reassurance and encouragement to remain calm. In this way the pupil will be more likely to see the restraint as an act of care.

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

The 1996 Education Act (Section 550A) stipulates that:

A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely—

- a) committing any offence,
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

This applies where a member of staff is on the school premises and elsewhere at a time when, as a member of school staff, that adult has lawful control of the children concerned, for example, on a school trip.

The decision on whether to physically intervene is down to the professional judgement of the adult concerned.

Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. (DfE guidance document 'use of reasonable force', 2013)

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work 'loco parentis' and should always operate with an appropriate 'Duty of Care', it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty. (DfE guidance document 'use of reasonable force', 2013)

### Authorised Staff

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them. These include:

- Teachers
- family support workers
- teaching assistants
- SMSAs (School Meals Supervisory Assistants)
- representatives from outside agencies
- other adults who may be working with children either on school premises or accompanying them on out of school activities, e.g. during field trips or on school journeys.

Wherever possible Physical Restraint should only be used by those with appropriate training. However, it is acknowledged this may not always be possible and physical restraint may be

used as an emergency measure by someone without appropriate training to ensure the safety of children in their care. Any Physical intervention should be conducted making reasonable adjustment for students with SEN or disabilities. In this instance, someone with appropriate training should be called for immediately.

### Recording

School keeps a record of all incidents where physical intervention involving the use of force against resistance from a child has been necessary. The record should be completed by the end of the working day on which the Incident took place. A member of the Leadership Team will be told at the earliest possible time after an incident. Parents will be notified of the incident by a member of the Senior Leadership team. The adult involved may seek guidance from a senior colleague and / or their trade union representative before filling in their report.

A member of the Leadership Team will discuss the incident with any children or staff who were present and, where appropriate, collect a written account from them. In line with our commitment to working with parents, we aim to maintain an open discussion during any relevant procedure which may follow an incident.

School will regularly review the number and type of incidents in which physical intervention and / or restraint has been necessary. This will be used to ensure that there is adherence to this policy and to identify improvement needed in other policies and procedures of the school.

### Positive Handling Plan

When the Individual Education Plan and risk assessment indicate the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this in a Positive Handling Plan Appendix B).

This plan will outline:

- Who has been consulted about the plan.
- The type of physical intervention to be used – Team Teach guidance.
- Which adults are authorised to use this intervention.
- Parental consent for the plan.
- Headteacher authorisation for the plan.

### Complaints

The availability of this policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Complaints following a dispute about the use of physical intervention by an adult should be pursued in accordance with the Complaints Policy.



## **15 Related policies**

This policy is linked to Chapel End Primary School's:

Safeguarding policy

Anti Bullying policy

Equal opportunities and inclusion policy

SEND policy

## **16 Legal Framework**

This policy has due regard to all relevant and statutory guidance, including but not limited to:

Education Act 1996

Education act 2002

Equality Act 2010

Education and Inspections act 2006

Health Act 2006

DFE 2016 Behaviour and discipline in schools

DFE 2018 sexual violence and sexual harassment between children in schools








DFE 2018 Mental health and behaviour in schools

DFE 2015 Special educational needs and disability code of practice; 0 to 25 years

DFE 2013 reasonable force.

Appendix A

Behaviour stages

<p><u>Stage 1</u></p> <p>My Teacher will ask me to change my behaviour</p>	
<p><u>Stage 2</u></p> <p>At breaktime, my teacher will help me to think about my actions.</p>	
<p><u>Stage 3</u></p> <p>My teacher meets with my parent or carer</p>	
<p><u>Stage 4</u></p> <p>I have a behaviour plan made</p>	
<p><u>Stage 5</u></p> <p>My Parents or carers meet the Headteacher</p>	
<p><u>Stage 6</u></p> <p>I am sent home for several days</p>	
<p><u>Stage 7</u></p> <p>I am asked to leave school and not come back</p>	

**Positive Handling Plan**



Photo	Name of child:	Date of Birth
	Triggers:	Medical Needs:

Stage of Crisis	Evidenced behaviours	Preferred supporting intervention/action
Anxiety		
Offensive escalation		
Crisis		
Recovery		
Reporting		

Agreed by:

Child: \_\_\_\_\_ (Print Name) \_\_\_\_\_ (Sign)

Parent: \_\_\_\_\_ (Print name) \_\_\_\_\_ (Sign)

Headteacher: \_\_\_\_\_ (Print Name) \_\_\_\_\_ (Sign)