



William Reynolds Primary School and Nursery

Behaviour, Relationships & Self Regulation Policy



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Governing body signature:	

Contents:

1. Part One – Written Statement of Behaviour Principles – Page

- Policy Statement
- Our Values
- Our Ethos
- Our Aims

2. Part Two – Roles and Responsibilities – Page

- The Governing Body
- The Headteacher
- Staff
- Parents
- Pupils

3. Part Three – Behaviour Expectations and Rewards – Page

- School rules
- Relentless Routines
- Zones of Regulation
- William Reynolds Script
- Positive Behaviour Reinforcement
- Rewards
- British Values

4. Part Four – Consequences of Poor Behaviour – Page

- Consequences
- A Guide to levels of Behaviour
- Recording Behaviour Incidents, ABC Charts & Behaviour Concern Forms
- Positive Behaviour Support Plans
- Managing Challenging Behaviour
- Detention
- Exclusion
- Permanent Exclusion
- Reintegration Meetings
- Risk Assessment

5. Part Five – Statutory Powers and Rights of School Staff – Page

- Discipline in School – Teachers' Powers
- Power to discipline beyond the school gates
- Prohibited Items
- Physical Intervention and Use of Reasonable Force
- Types of Incidents that may require Reasonable Force
- Pastoral Care for School Staff
- Malicious Allegations

- Legislation and Statutory Requirements
- Links with other Policies
- Safeguarding
- Pupil transition
- Monitoring Arrangements

Appendices

Appendix A: School Rules, Values and Behaviour Blueprint

Appendix B - Home School Agreement

Appendix C - William Reynolds Rainbow Values

Appendix D - Our School Rules

Appendix E - Relentless Routines

Appendix F - The William Reynolds Script: Stepped Boundaries and Consequences

Appendix G - A Guide to Levels of behaviours

Appendix H - Behaviour concern logs, ABC and behaviour forms

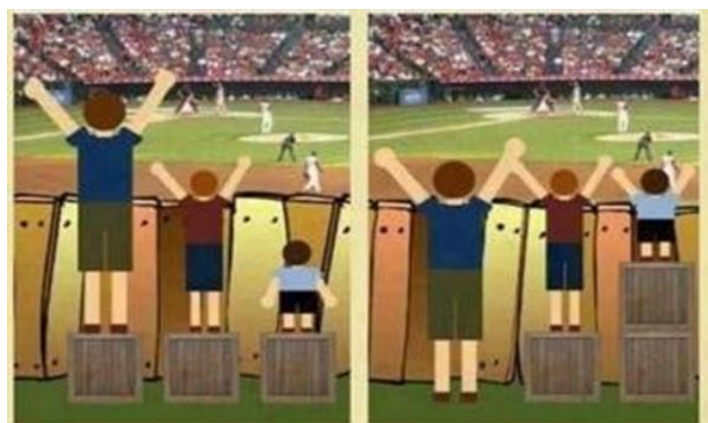
Appendix G - Calm Room Guidance

***"If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be."** Goethe.*

1. Written Statement of Behaviour Principles

William Reynolds Primary School and Nursery believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. William Reynolds Primary School and Nursery believe the key to effective behaviour management is based on high quality relationships. Our policy is underpinned by the evidence of best practice from the Shropshire Virtual School, Educational Psychologists, Paul Dix, EEF research and other expert organisations. The Shropshire Virtual School research shows that effective behaviour regulation considers:

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



At William Reynolds Primary School and Nursery we have a highly inclusive approach and believe that every child is an individual and must be treated as such. Our behaviour principles are reflected in our values and ethos statements detailed below: *'This is how we do it here'*.

Our Values

Our values shape our mindset, guide our behaviour and help us to be the best version of ourselves. Our shared school values apply to all who are part of our school community.



Our Ethos

- Behaviour is a form of communication. Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Developing high quality, effective relationships. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. Therefore building relationships is at the heart of our ethos: 'children follow people before they follow rules.' It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Children who feel like they belong are more motivated. Our approach encompasses our rules: **ready, respectful, safe**.
- Maintaining clear boundaries and expectations. Changing how we respond to behaviour does not mean having no expectations, routines or structure. To help children feel safe, their educational environment needs to be high in both nurture and structure. Children need **predictable** routines, **clear** expectations, and **consistent responses** to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Encouraging parental engagement and involvement is crucial when addressing and planning support for children's SEMH (Social, Emotional, Mental Health) needs.
- At William Reynolds, we have a collective responsibility to support each individual need of our pupils.
- We support families through Early Help with our Learning Mentors and Designated Safeguarding Leads to ensure positive change for families.
- We believe that our focus on developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning, social choices.

Our Aims

'Why attempt to crush behaviours with punishment when you can grow better ones with love?' Paul Dix

- Create a culture of exceptionally good behaviour: for learning, for community or life and ensure that excellent behaviour is a minimum expectation for all.
- Promoting and upholding our shared School Values, which apply to all who are part of our school community, including all stakeholders.
- Foster a community in school and beyond which values kindness, care, good humour, good temper and empathy for others.
- Building positive relationships with between staff, children and parents.
- Ensure that children feel safe at school at all times; also, that parents and carers strongly agree that the school keeps pupils safe.
- Explicitly modelling and teaching what good behaviour looks like through the development of a consistent approach across the school, which all staff and pupils know and understand.
- Having high expectations of behaviour, conduct for all pupils and the equal worth and success of every learner.
- Ensure children are able to manage their own behaviour in the classroom through our embedded whole school values and clear commitment to Zones of Regulation, supported by systematic, consistently applied approaches to teaching the behaviour curriculum classroom behaviour management and school management.
- Encourage, through Growth Mindset, our children to grow in confidence and to gradually assume more responsibility.
- Have a clear commitment to teaching self-regulation using the Zones of Regulation.
- Ensure that skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning.
- Promoting a culture of praise and encouragement in which all pupils can achieve. Provide a clear structure for celebrating successes and elevate visibility through positive reinforcement eg. Recognition on the Rainbow chart, stickers, House Points, Head teacher's certificate and values champions.
- Celebrate the British Values, and diversity within the protected characteristics.
- Enable children to understand very clearly what constitutes unsafe situations and become highly aware of how to keep themselves and others safe, including in relation to e-safety.
- Ensure bullying in all its forms is rare and dealt with highly effectively.
- Ensure children are fully aware of different forms of bullying, including cyberbullying and prejudice-based bullying, and actively try to prevent it from occurring.
- Promote caring attitudes towards everyone in the whole school community and beyond.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Responding to incidents of poor behaviour in a prompt and predictable way so that a calm, safe learning environment can be maintained.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

We believe self-management of behaviour is a far more effective way to embed behavioural change than a strict sanctions and rewards system. Our behaviour system enables staff to clearly separate behaviour from child. It is important that children feel valued, heard, noticed and cared for. Our aim is to "catch them getting it right" - in order to help the child to develop a positive self-image.

Staff Development and Support

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. This ethos requires a nurturing environment; both in terms of staff skill and physical resources to enable children the freedom to explore emotions and social behaviour in order that behaviour can be unlearned or adapted by modelling, coaching and teaching a more appropriate range of behaviours.

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

In our Adult Behaviour Blueprint (Appendix 1), we outline five non-negotiable expectations on adult behaviour when interacting and responding to children.

These are:

- **Calm** - adults should train themselves how to be calm. This involves not feeling, or at least not showing, nervousness, anger, or other strong emotions to the child/ren in their care.
- **Consistent** - responding to the needs of a child or children should be done in the same way over time so as to be fair in the treatment of them and ensure predictability.
- **Positive** - adults should hold all children with unconditional positive regard and take a positive and proactive approach to responding to and meeting the needs of children.
- **Empathetic** - adults should demonstrate an ability to understand and share the feelings of the children which they care for, particularly during times of adversity, emotional dysregulation or distress.
- **Reflective** - adults working with children should have the ability to look back at things that have been done or said in order to think calmly and quietly about them. They should use this reflection to adapt their practice in the best interests of the child/ren.

We provide staff with appropriate training to respond in the ways that are outlined above. This training includes:

- Induction which includes sharing of the values, ethos and aims and support on implementing the Behaviour, Relationships & Self-Regulation Policy in practice.

- Training on how to use the Behaviour Blueprint
- Emotion Coaching training
- Restorative conversations training
- Attachment and trauma training
- Adverse Childhood Experiences training
- Raising Awareness of Safeguarding and Child Protection training
- Raising Awareness of Sexual Harassment and Violence training
- Raising Awareness of Domestic Abuse training
- Learning Mentor training
- Nurture principles training
- Zones of Regulation training

There may be times where adults have not responded to a child in the way that was needed. But, as adults, we use every interaction with a child as an opportunity for learning. It is never too late to change the way you respond to a child. We must remember that...

"What we say to children in the most difficult moments is what matters." "When the adults change, everything changes." Paul Dix

We understand that for adults to respond to children in the way outlined above, they must have good emotional and mental health. Therefore, staff well-being is a crucial factor in the success of the William Reynolds Primary School & Nursery approach. How staff are supported is outlined in our Staff Wellbeing Policy.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

2. Roles and Responsibilities

Roles and Responsibilities

Consistency lies in the behaviour of adults, a truly sustainable consistent approach by all school staff is needed. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

The governing body:

The governing body is responsible for reviewing and approving the written statement of behaviour principles (part one of this policy).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (part one of this policy). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Headteacher

- Is the only person authorised to exclude a child.
- Duty to consider parents' representations about an exclusion.

All staff

1. Refer to '**Ready, Respectful, Safe**'.
2. Systematically and consistently apply: the William Reynolds Script (Stepped Boundaries), Use of the Rainbow Chart and the Levels of Behaviour.
3. Meet and greet with a smile at the door.
4. Teach and model positive behaviours and build relationships.
5. Develop a calm and safe environment that establishes clear boundaries of acceptable pupil behaviour.
6. Develop a shared identity and emphasis what everyone has in common. Refer to the vision and values throughout the day. Use our school values to guide us.
7. Praise in public; reprimand in private.
8. Botheredness is a deliberate daily act that is built into the teaching routine. It is relationship building done in slow motion (daily drip, drip, drip effect). Gentle, kind and caring. '*Notice the small things.*'
9. Plan lessons that engage, challenge and meet the needs of all learners.
10. Teach the William Reynolds Way Behaviour Curriculum.
11. Model self-regulation using the Zones of Regulation.
12. Using positive recognition or being bothered to make each child feel appreciated and important. Say what you see e.g. well done...I can see you are listening to me....
13. Use a visible recognition mechanism throughout every lesson and amplify approval through House Points, table captains, and monitors (to care for the learning environment).
14. Be calm and give 'take up time' when going through the steps. Listen to the children.
15. Earn trust: show children care and be consistent.
16. Include everyone: fully inclusive.
17. Follow up every time, retain ownership and engage in reflective dialogue with learners.
18. Setting high expectations for every pupil. Being aware of the signs and triggers of behavioural difficulties.
19. Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
20. **Consistency is key**. Understand that behaviour is everyone's responsibility. Never ignore or walk past learners who are behaving badly.
21. Providing a personalised approach to the specific social, emotional and behavioural needs of particular pupils
22. Recording behaviour incidents on Behaviour Concerns Form
23. Attend CPD for behaviour management.
24. Adhere to this policy and apply it consistently and fairly.

Senior Leadership Team

1. Meet and greet learners at the beginning of the day.

2. Refer to 'Ready, Respectful, Safe'.
3. Systematically and consistently apply: the William Reynolds Script (Stepped Boundaries, Use of the Rainbow Chart and the Levels of Behaviour).
4. Model positive behaviours and build relationships.
5. Be a visible presence to encourage appropriate conduct.
6. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
7. Regularly celebrate staff and learners whose efforts go above and beyond expectations.
8. Encourage use of Positive Notes and Positive Phone Calls
9. Ensure staff training needs are identified and targeted. Support staff with implementation of the Behaviour & Relationships Policy
10. Use behaviour data to target and assess interventions.
11. Regularly review provision for learners who fall beyond the range of written policies.
12. Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
13. Being highly visible in school and engaging with pupils, parents and staff to set and maintain the behaviour culture, creating an environment where everyone feels safe and supported.
14. Ensure new staff are inducted so that they clearly understand the behavioural expectations and the rules and routines that are in place to achieve these.
15. Consider any training implications for staff in school.

The SENCO is responsible for:

1. Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH provisions in the school.
2. Undertaking day-to-day responsibilities for to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
3. Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
4. Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

Pupils are expected to:

1. Regulate their emotions effectively and accept support with this where needed.
2. Know and demonstrate the school rules: Ready, Respectful, Safe.
3. Know and demonstrate the 'Relentless Routines'.
4. Be open and honest when they have not acted in accordance with the rules.
5. Recognize other's that are modelling our school values and school rules.
6. Engage in Restorative Practices.

Parents

Parents are expected to:

1. Support their child in adhering to the school rules and expectations outlined in this policy.
2. Inform the school of any changes in circumstances that may affect their child's behaviour.
3. Discuss any social, emotional, or behavioural concerns with the class teacher promptly.
4. Work with staff to maintain appropriate behaviour and attitudes to learning as documented in the Home/School Agreement.
5. Support their child in adhering to the school rules and reinforcing this at home.
6. Support the actions of the school when sanctions are imposed to give a consistent message to pupils.

3. Part Three - Behaviour Expectations and Rewards - Page

'To be the best we can be' through The William Reynolds Behaviour Curriculum and keystone school and classroom routines.

At William Reynolds Primary School & Nursery, a child's social and emotional development is considered a crucial element to any sustained academic progress. We consider the following elements when assessing this:

- **Learning behaviour:** how the child approaches learning, how they approach challenges in their learning, how they engage in lessons and to what standard they complete the learning tasks set.
- **Social Behaviour:** how children interact and respond to both the adults and children they work with.
- **Emotional Behaviour:** how the manages their own emotions and responds to the emotions of others.
- **Personal Development:** how the child is progressing toward their own personal targets.

At William Reynolds Primary School we have three rules: **Ready, Respectful, Safe**



Ready



Respectful



Safe

The three rules are the foundation for a functional and successful school.

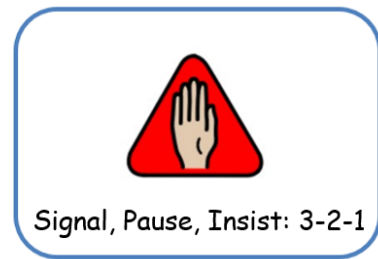
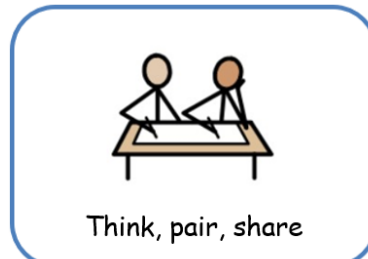
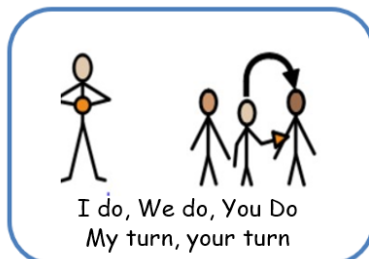
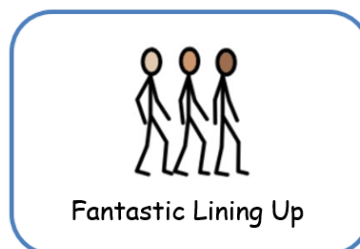
We encourage good patterns of behaviour by:



- Promoting the School Values consistently across our school community.
- Communicating clearly to pupils what is expected of them.
- Modelling expectations so that pupils understand what good behaviour looks like.
- Praising pupils when we see good behaviour.
- Focussing on the positive behaviour taking place.
- Expecting everyone in school to treat one another with dignity, kindness and respect.
- Having consistent high expectations that are implemented by all staff across school.
- Giving pupils positions of responsibility e.g. Wellbeing Champions, School Council members, House Captains.
- Referring to and consistently applying school and classroom rules.
- Matching expectations and activities to individual pupil's age, needs and development.
- Regularly informing pupils' parents/carers of good behaviour or achievement.
- Encouraging pupils to think about others through whole school assemblies.
- Promoting behaviours that are linked to the shared school values.

Relentless Routines

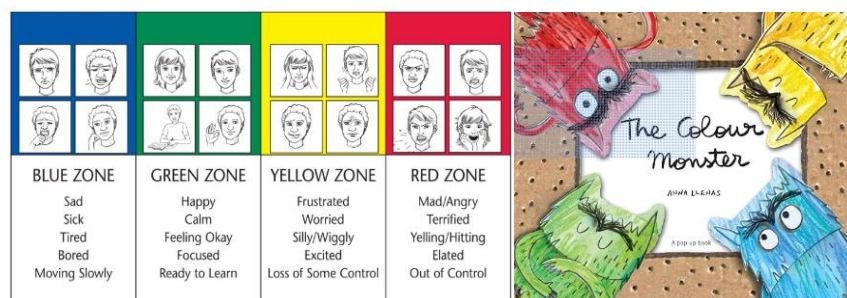
We also have our 'relentless routines', which, in addition to the three rules, create a safe, calm, consistent and supportive learning environment, where all children can succeed. These relentless routines are taught in the William Reynolds Way Behaviour Curriculum



Supporting children to develop self-regulation.

Through 'Zones of Regulation', our pupils learn to be aware of and become more independent in regulating their emotions and therefore behaviour. They can identify

emotions they feel and develop strategies to move to or remain in the preferred 'green' zone during structured and unstructured times throughout the day. This provides the consistent reinforcement of self-reflection and self-regulation. Pupils in our Nursery and Reception use 'The Colour Monster' to support identifying and understanding emotions and self-regulation.



William Reynolds Script

<u>Rules</u>	<u>Visible Consistencies</u>	<u>Over & Above Recognition</u>
1. Ready 2. Respectful 3. Safe	1. Daily meet and greet 2. Fantastic Walking	1. Demonstrating 'Our Values' 2. Putting others first 3. Helping others 4. Rising to a challenge 5. Keeping going when things are hard (persevering)
Relentless Routines		
Praise in Public Reprimand In Private	Signal, Pause, Insist 3-2-1 Fantastic walking around school Fantastic Lining Up Fantastic Looking	Consistent Language 'I've noticed that you are ...' 'You need to ... / I need to see you ... / I expect..' 'Do you remember ... I need to see today' 'I know/ hope you will make the right I'm here to help 'Thank you for listening.' 'Be seen on Green' 'Reach for Purple'
Stepped Boundaries		
are used fairly and consistently when a child displays inappropriate behaviour:		
Gentle approach, use child's name, child level, eye contact, deliver message in private- get out!		
Step 1. REMINDER: Quiet 1:1 adult reminder of rules and expectations I notice you chose to.....(noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening		

Step 2. CAUTION: Move to yellow (not publicly displayed) – quiet 1:1 clear verbal caution making the student aware of their behaviour and clearly outlining the consequence

I noticed you chose to.....(noticed behaviour)
This is the second time I have spoken to you.
Think carefully about your next step
'You need to ... / I need to see you ... / I expect..'
'Do you remember ...
I need to see today'
'I know/ hope you will make the right
Thank you for listening

Step 3: LAST CHANCE: Move to amber (not publicly displayed) – quiet 1:1 warning giving them a final opportunity to engage. Offer a positive choice to do so and

I noticed you chose to.....(noticed behaviour)
This is the third time I have spoken to you.
It's the rule about...
You have chosen to.....
'You need to ... / I need to see you ... / I expect..'
Do you remember when.....(model of previous good behaviour)?
That is the behaviour I expect from you.
Think carefully. I know that you can make good choices.
Thank you for listening

Attach, Take-up time: 'Stay behind for two minutes after this lessons' to this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

Step 4: TIME OUT: Move to red (not publicly displayed) –Time out might be a short time outside the room or movement within the room. It's a few minutes for the child to calm down, breathe, look at a situation from a different perspective and compose themselves.

I noticed you chose to.....(noticed behaviour)
You need to go to the calm down area either Buddy Base, reflection space in room or the Calm room
I will come and speak to you in 5 minutes
DO NOT describe child's behaviour to another adult in front of child

Attach, Take up time: '5-10 minutes to this step. That 5-10 minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

Pastoral team to be informed – use of behaviour concerns log.

Step 5: REPAIR

What happened?
How did this make people feel?
Who has been affected (hurt/upset)?
What could we do to put this right?

Fogging

- 'I hear what you are saying . . .'
- 'I can see you are upset . . .'
- 'I understand that's how you feel . . .'
- 'Be that as it may . . .'

Rainbow Chart to support classroom behaviour management: *Consistency is Key*

To ensure there is a consistent approach across school, behaviour charts systemically and effectively used, and are displayed in every class. These charts are separated into sections and provide a visual overview of the behaviour choices being made by the whole class. All children initially start on green. Positive behaviour choices are rewarded by moving up the chart and children will be 'Praised In Public'. When a child reaches purple, they have been recognised for Over & Above behaviours. They receive an award from the Head teacher to recognise their considerable achievement. The chart is fluid and children move up and down depending on their behaviour choices. Names will only be displayed on the chart when children move up the chart as a positive recognition. Children will be reminded of the Stepped Boundaries (listed above) reminded of the school's rules (Ready, respectful, Safe) and 'Reprimand In Private'. Staff will record the names of those children that move down the chart privately to ensure this is monitored and consistently applied. Children's positives recognition on the chart rolls over onto the next day/week so that those who are above green do not roll back when they have already worked hard towards their award. For those who have made negative behaviour choices and are below green, teachers will aim to identify positive behaviour choices made to enable all children, who are making the right choices to get back on track (Green) and the Stepped Boundaries and Consequences given at the appropriate time. For those children that have been Recognised for Over and Above (so are above green) but then make some poor behaviour choices they will be reminded of the Stepped Boundaries (listed above) reminded of the school's rules (Ready, respectful, Safe) and 'Reprimand In Private'. If they get to Step 4 of the Stepped Boundaries, they will lose the privilege of being recognised for Over and Above behaviours and this will be explained to them privately, and their name will be removed from the chart discreetly. The chart is used as a classroom behaviour management system and this will be used alongside the school behaviour management systems: the Guide to levels of Behaviour, weekly behaviour logs and behaviour concern forms.

The chart below is used from Y1 - Y6



This simplified version of the chart is used in EYFS.



Positive Behaviour Reinforcement

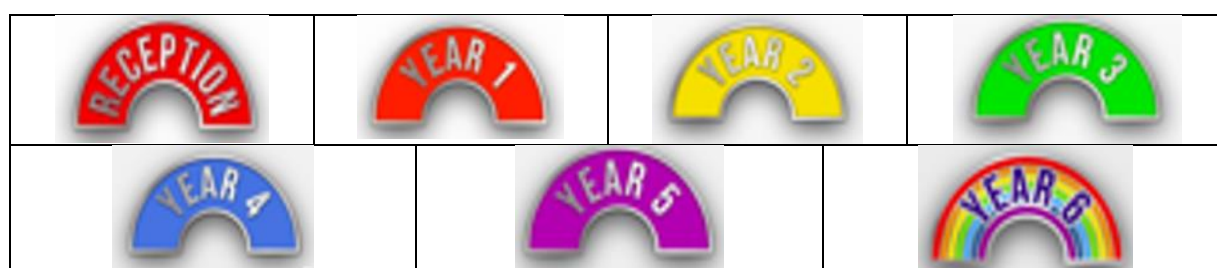
- As per the Behaviour Curriculum, all classes revisit three key rules, **READY, RESPECTFUL, SAFE** to ensure good learning behaviours are understood and followed.
- All staff teach the behaviour curriculum throughout the year.
- Staff regularly tell children clearly what is expected of them, and they have high but realistic expectations. We reinforce this through scripted interventions.
- We encourage children to reflect on our school values and how these can be demonstrated through their actions, both within school and at home.
- We use the shared language of learning behaviours and behaviour choices that underpins our values ethos.
- We ensure our planning matches responsibilities, expectations, and activities to individual children's age and development.
- Staff take curriculum opportunities to teach the reasons why values are essential in our society.
- In assemblies' children are encouraged to reflect on values and make positive behaviour choices in the school community.
- Staff to be good role models; calm, patient, assertive, forgiving and empathetic. Consistent calm adult behaviour.
- We all promote the application of values across all aspects of school life.
- The Pastoral Team will work with children who need extra support and individual input, this could be with ZoR, anger management strategies, Drawing & Talking, Lego Therapy, friendship building etc..
- Over and Above recognition: we recognise the following behaviours as going above and beyond: putting others first, helping others, rising to a challenge keeping going when things are hard (persevering)

Rewards

We celebrate good behaviour and self-discipline in classrooms and on the playground in many ways:

- Positive affirmation through physical gestures eg. thumbs up, a smile, a nod etc.
- Verbal and written praise in books
- By using Class reward systems eg. House Point, stickers

- Celebration assemblies: Value Champion Awards to celebrate children who have been recognised for consistently demonstrating the focus value; Best Base & Best/ Most improved Attendance.
- Texts, certificates, cards home to celebrate success.
- Extra responsibilities for children eg. Buddies, School Council, carrying out jobs of responsibility.
- Rainbow Chart for recognition.
- A Headteacher certificate and sticker are awarded once a pupil reaches 'purple' on the behaviour chart in class.
- Pupils are mentioned in the weekly Celebration Assembly and a Certificate of Achievement (Values Certificate - Challenge, Honesty, Ownership, Courage or Collaboration) is sent home to celebrate their success with parents/carers.
- Exemplary behaviour or achievement will be acknowledged with an entry into the 'Rainbow Values Book' where once all of the five values certificates are received, the 'Rainbow Badge' is presented to the pupil.



Golden Time

Golden time is reward is linked to the Rainbow Chart and the ethos of celebrating being on Green' is good and needs to recognise and linked to positive learning behaviours. This is a collective reward linked to the school value of collaboration. The class need to earn the Golden Time reward and all children will take part in this reward time as those that have been reprimanded using the

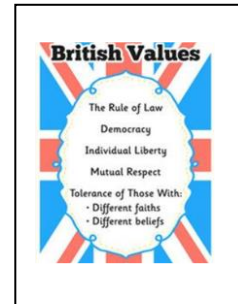
William Reynolds script will have already received consequence for poor behaviour choices. The sessions last for about 15 - 20 minutes (maximum) and take place on a Friday afternoon.

British Values

William Reynolds Primary & Nursery School is committed to promoting the five fundamental British Values through the taught curriculum, assemblies in school and through daily interactions.

The five key British Values are:

- Democracy
- The rule of law
- Individual Liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs



Part Four – Consequences of Poor Behaviour – Page

Consequences

At William Reynolds Primary School & Nursery, we believe that 'prevention is better than cure'. Prevention runs through our relational approach and our strong consistent culture where misbehaviour is less likely and good behaviours more likely through:

- Proactive approaches - norms and routines, clearly, patiently taught, retaught, enforced and supportively reinforced (see the William Reynolds Way Behaviour Curriculum).
- Reactive approaches- consequences, rewards, sanctions, mentoring, coaching, pastoral conversations, support arising from that.

Consistent classroom cultures create strong norms that discourage the escalation of minor behaviours into major ones, prevent minor misbehaviour becoming entrenched norms and offer a supportive scaffold for pupils who need a little assistance reaching the norms that will help everyone flourish. Teachers 'sweat the small stuff more so we end up with less of the big stuff.'

Good behaviour cannot be secure in all pupils by brilliant instruction alone. We believe that for boundaries to count at all, they must be patrolled, and patrolled with consequences. Sanctions and rewards are the two main tool used as these affect everyone, even when they aren't the direct recipient of them.

We believe that we need to teach our pupils that life is a series of choices and show them the consequences of bad choices while still in a safe environment of school. In

order for consequences to be seen as a norm, it must be highly consistent. Teachers understand that they are a number of reason why some pupils do not follow the rules:

- Lack of imagination to realise what will happen to them
- Impulsive natural risk takers/ gamblers
- Simply do not care
- Challenging home life
- Badge of honour
- Deliberate to get themselves removed from the learning or to avoid learning
- To again adult attention.

All staff will use sanctions fairly by:

- Focusing on the behaviour rather than the pupils. Is what they did prohibits by the class norms, routines and rules?
- Have a clear understanding of our school stepped boundaries and tariffs.
- Clearly communicated and understood sanction norms with the class.
- Scripted language and behaviour - know what to say in advance of saying it.
- Avoid only using sanctions

To make sanctions effective all staff will:

Set them as soon after the misbehaviour as possible. Take up time immediately.

Use them consistency.

Use repetition - repetition before escalating. If this is not having the desired effect then escalate the time take from pupils.

If a pupil is incurring repeated sanctions, then the teacher must involve the phase leader. The phase leader holding a very clear message. Phase leaders will deal with poor behaviour and will be involved at the end of the school day to support staff - a 10 min round up. This means that everyone can start the next morning with a clean sheet

Time Taken

This needs to be productive: time taken must involve sitting in silence and completing the statement about how to improve their behaviour based on the William Reynolds Way

Behaviour Curriculum and the School Rules. The pupil needs to understand what behaviour of theirs has caused the time taken (refer to the school rules). It must feel like it has a start and an end. Then have a threshold conversation.

Make sure pupils know why they are there and what to do next.

Threshold conversations - designed to acknowledge the past and look at the future e.g.

What they did wrong in order to be there

How they behaved in the time taken

What they should have done instead

How they can do better in the future

A gentle but firm reminder of expected behaviours

Tell them they matter. That you believe they can do better. Their behaviours matter and you want them back in the class doing well.

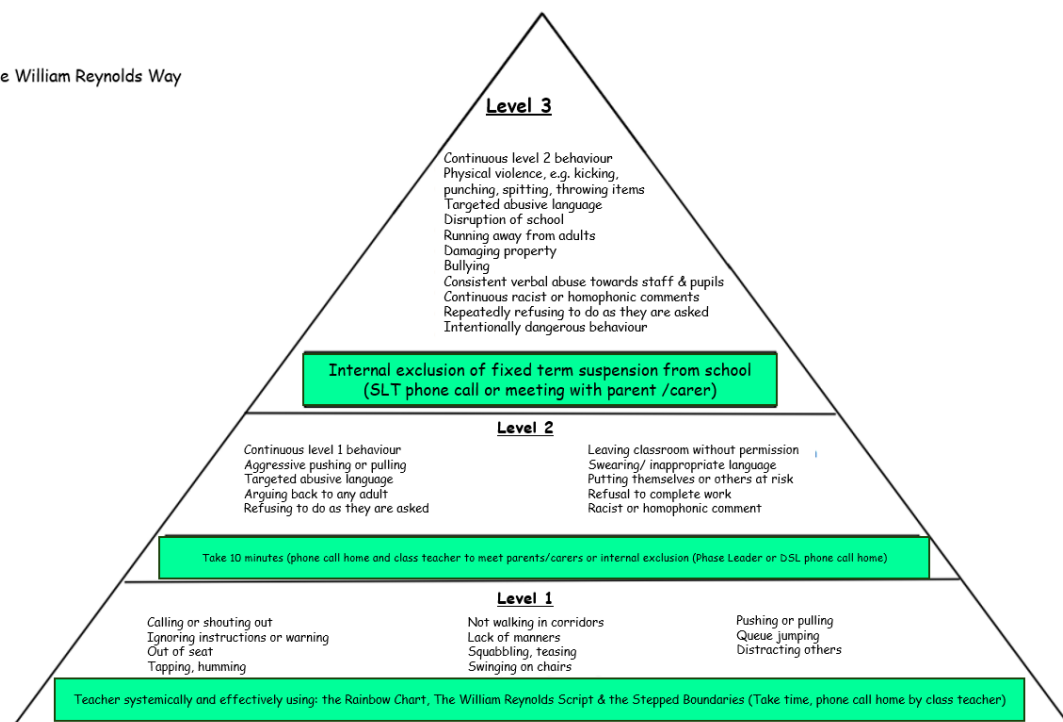
To make this production, we are teaching children between cause and effect and encourages them to develop independence of thought and internal motivation to change and adapt their own behaviour to meet the needs of themselves and others. But having the relational approach at the end to show you care is essential to build relationships.

Our behaviour policy is rooted within a relational approach we must also use consequences as one of the strategies for behaviour management. This is because sanctions and rewards work on two levels. The first level is individual, and the second level is social: the community sees that behaviour has boundaries and that these boundaries are patrolled with rewards and sanctions.

For some children, particularly young children or those with SEMH difficulties, they struggle to make the link between cause and effect without support from an adult. Where the link between cause and effect has not been made, or where the school rules have not been followed, adults should follow the behaviour blueprint and, for more serious behaviour, the Levels of Behaviour Guide to provide the child/ren with a consequence that is closely matched to the poor behaviour that has been displayed. The consequence will differ depending on the needs of the individual and the nature and severity of the behaviour displayed. It will also depend on whether harm has been caused to another, or if damage to property has been caused.

School Behaviour Management System: A Guide to levels of Behaviour at William Reynolds Primary School & Nursery for all staff

These levels will support recording of behaviour concerns:



We believe that most unacceptable behaviour should be dealt with by the adults within the pupils classroom using the strategies listed above. However, with persistent unacceptable behaviour, or when initial strategies have not worked, support from the named member of staff with responsibility for supporting behaviour across school (Miss Stephanie Spencer) may be required. Staff can also speak to a member of the Senior Leadership Team (Miss Jasmin Taylor, Mrs Ruth Angeloff, Miss Emma Shankland, Miss Lisa Lloyd, Mrs Hayley Jones, Mr James Tagg or Mrs Caroline Langham) for advice and support. A restorative conversation needs to take place with the child and staff member:

REPAIR

What happened?

How did this make people feel?

Who has been affected (hurt/upset?)

What could we do to put this right?

Fogging

- 'I hear what you are saying ...'
- 'I can see you are upset ...'
- 'I understand that's how you feel ...'
- 'Be that as it may ...'

Positive Behaviour Support Plans

If children are regularly and/or repeatedly struggling to adhere to the school rules, this indicates the need for a greater level of intervention. In these cases, there are a variety

of strategies that we use to try and support children to regulate their emotions and manage their behaviour.

Positive Behaviour Support plans may be used to help support a child who is having difficulty with school expectations. This will outline the type and manner of support that a child will need paying particular attention to the child's negative behavioural triggers and positive behavioural influences. The strategies used depend on the needs and response of the individual child.

Strategies are usually in place for 2-3 week before that are reviewed and adapted based on successes or challenges experienced with the strategy.

Positive Behaviour Support plans are developed in conjunction with the child, teacher, parents/carers, and SLT and are subject to ongoing review based on the child's response to different strategies. Successful strategies are continued, and unsuccessful strategies are adapted or changed.

Recording Behaviour Incidents

Managing behaviour in school is the responsibility of all staff.

Weekly Behaviour Logs

Weekly behaviour logs are completed by staff in the event of repeated unacceptable behaviour incidents. Staff are responsible for completing the logs and recording actions each day using the **Guide of Levels of Behaviour** above. The class teacher will make a phone call home to inform parents/carers of the behaviours seen over the course of the week and ask to speak to the child about this. At the end of the week, the logs are handed to Phase Leaders who will log onto CPOMS. Phase Leaders will monitor over the course of the next week, be highly visible at all times and **notice** (positive recognition and gentle reminders) the pupils whose behaviours have been logged, then feedback to SLT.

WEEKLY BEHAVIOUR LOG	
PUPIL DETAILS Name: <input style="width: 150px;" type="text"/> Year/ Base: <input style="width: 100px;" type="text"/>	
STAFF DETAILS Staff Name: <input style="width: 150px;" type="text"/>	
<small>Write in each day that an incident occurs. Include times if you feel you need to. Include steps that led to the incidents and the nature of the incidents. Also include any actions you've taken as a result.</small>	
Monday	<div style="border: 1px solid black; padding: 5px;"> Incident 1: <div style="height: 40px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Staff Actions: </div>
Tuesday	<div style="border: 1px solid black; padding: 5px;"> <div style="height: 40px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Staff Actions: </div>
Wednesday	<div style="border: 1px solid black; padding: 5px;"> <div style="height: 40px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Staff Actions: </div>
Thursday	<div style="border: 1px solid black; padding: 5px;"> <div style="height: 40px;"></div> </div>

	Staff Actions:
Friday	<div style="border: 1px solid black; padding: 5px;"> <div style="height: 40px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Staff Actions: </div>
DSL receiving form:	Date: <input style="width: 80px;" type="text"/> Time: <input style="width: 80px;" type="text"/>
To be completed by a DSL	
Any actions needed by DSLs: <div style="height: 80px;"></div>	
Signed: <input style="width: 150px;" type="text"/>	Date: <input style="width: 80px;" type="text"/>

If the same child has persistent weekly logs (3 weeks) phase leaders need to raise this with Senior Leaders and a decision about use of an ABC chart. Senior Leaders will work with the class teacher/ support staff on implementing the ABC chart.

How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating.

The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

'B' refers to an objective and clear description of the behaviour that occurred e.g., X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g., children moved away from X, noise levels in the room decreased.

It is important to decide on **one or two target behaviours** to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?

- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be working with the child?


ABC (Antecedent, Behaviour, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time <u>when</u> the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Behaviour Incident Logs

Following any incident where a pupil is aggressive, violent towards another child or a member of staff, an incident form indicating it is a behaviour related incident will be

completed with any actions recorded. If a MAPA hold has been required, this must be recorded. The log is then handed to the DSL or Deputy DSL so that it can be logged and stored securely in school.

BEHAVIOUR INCIDENT					
					
PUPIL DETAILS					
Name:		Year/ Base:			
STAFF DETAILS					
Staff Name:		Date of incident:		Time:	
Location:					
Verbal	Disruptive	Aggressive	Physical		
<div style="border: 1px solid black; padding: 5px;"> <p>Nature of behaviour incident: <small>Include steps that led to the incident, what happened and the actions you will take as a result of it.</small></p> </div>					
To be completed by a DSL					
DSL receiving form:		Date:		Time:	
<div style="border: 1px solid black; padding: 5px;"> <p>Agreed actions and anticipated outcomes:</p> </div>					
Signed:				Date:	

Managing challenging behaviour

If there is a repeat of behaviour that is not consistent with our policy or a child has deliberately harmed another child, then parents will be contacted to discuss their child's behaviour and what action the school/parent will take to resolve the situation. For some children at any point of concern a home-school link book or similar arrangement may be set up as part of the information sharing process and closer monitoring of their behaviour. This is also reinforced through the use of CPOMS.

Additional interventions will be considered including:

- Additional adult support
- Nurture Group
- Early Help Support
- Mentor support
- BEEU Referral
- Advice from the Behaviour Support team or other external agencies (e.g. LSAT or Educational Psychologist)

Peer on Peer Abuse including Sexual Harassment of Violence

The school enforces a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on - Child Abuse Policy.

Peer abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff at William Reynolds Primary School & Nursery recognise that children are capable of abusing their peers and know that peer on peer abuse is likely to include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This abuse can:

- Be motivated by perceived or actual differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

- Children or young people who harm others may have additional or complex needs e.g.:
- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

All staff are trained in our settings policy and procedures with regards to peer on peer abuse and anti-bullying, and know the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

We recognise that any child can be vulnerable to peer-on-peer abuse/bullying due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- peer on peer abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer on peer abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without , and
- some children may be more likely to experience peer on peer abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Stopping violence and ensuring immediate physical safety is always the priority of any educational setting, but we acknowledge that emotional bullying can sometimes be more damaging and long-lasting than physical. In any case, where the behaviour is identified as abusive in nature, or as bullying, our school staff, alongside the Designated Safeguarding Lead and/or Deputy, will make their own judgements about each specific case and will use the Peer-on-Peer Policy (including Identifying and Responding to Sexually Harmful Behaviour), and the Anti-Bullying Policy as guidance to help respond effectively. These policies are available to view on the school website.

In extreme cases, the child may receive a detention or exclusion.

Detention

In some circumstances, the headteacher or other senior leaders may deem it reasonable to issue a child with a detention. This extremely rare and is usually used with children who are in upper key stage two as a measure before exclusion is used.

Exclusion

"The basic premise that children must learn about emotions is that all feelings are okay to have; however, only some reactions are okay". Daniel Goleman

There are three types of exclusion that may be used. These are:

Internal exclusion – this is when the child remains in school but is excluded from the day-to-day aspects of school life.

Suspension – this is when a child is temporarily removed from the school for a fixed period of time.

Permanent exclusion – this is when child is no longer allowed to attend a school (unless reinstated)

At William Reynolds Primary School & Nusery a suspension from the school community is used as a last resort and for the shortest time possible. It is not a punitive measure, but a planned intervention initiated by the Head Teacher or, in her absence, the Deputy or Assistant headteachers when it is felt that it is unsafe for a child to be in school, and when other strategies have failed. It is done in the interests of a child's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the child. An internal exclusion may be given, if it felt that it is in the best interest of the child.

The length of the suspension will relate to the age, specific needs of the child and will take into consideration previous behaviour. The school will work with parents / carers and the child to prevent suspension and will only suspend under severe or extreme circumstances. Wherever possible exclusions are not used as an instant reaction for a serious incident.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently 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 such as staff or pupils in the school.

In exceptional circumstances the head teacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence.

These **offences** might include:

Serious actual or threatened violence against another pupil or a member of staff

Sexual harassment or violence

Carrying an offensive weapon

The school will refer to the DFE's guidance regarding suspensions and permanent exclusions: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/school-suspensions-and-permanent-exclusions) and will refer to Telford and Wrekin's guidelines when imposing suspensions or permanent exclusions. Parents/carers are advised of their right to appeal.

This means that when a child is suspended or excluded, parents /carers will be notified by phone and letter. The class teacher will provide work on the day the exclusion is imposed for the child to do at home.

Reintegration meetings

Following a fixed-term exclusion, parents/carers are invited to attend a reintegration meeting. We arrange a re-admission meeting usually on the day of your child's return to school. If this is not possible the meeting will take place prior to your child's return. It is essential that the meeting takes place before the child returns to William Reynolds Primary School & Nursery.

At the meeting we will talk to you about why your child was excluded and how we can work together to ensure their successful return to school.

Both the parent or carer and the child should attend this meeting, which is usually held at William Reynolds Primary School. Parents/carers are invited to bring a friend for support or someone who might help discuss the child's welfare e.g. someone from an advocacy group, an interpreter, or a signer. Parents/carers are asked to let the school know who they would like to attend.

Who else will be at the meeting?

The meeting will always be attended by the Headteacher and either the Deputy Head Teacher or Assistant Head, one of whom will chair the meeting. In some instances, the child's teacher or teaching assistant will also attend in order to support the child and also to be part of the any strategy of target setting discussions.

We will also invite anyone else involved with the child's welfare to come along if they can (e.g. a social worker, educational psychologist, LA representative or Attendance officer).

Because it is very important to get the child back to school as soon as possible, we will go ahead with the meeting even if everyone can't be present.

During the meeting we will:

Tell the parent/carers why we excluded their child (this will cover their day-to-day behaviour and particular incidents that led us to exclude them)

Ask for parent/carers views and those of the child.

Discuss ways in which the child can change his/her behaviour.

Agree targets with parents/carers to help the child return to school successfully.

We appreciate that some children struggle to communicate feelings of remorse or take responsibility for actions. This will be particularly difficult in room full of adults.

The possibility of the child experiencing anxiety in this environment may make the process counter-productive. Our main aim is to ensure that the child can return to school and so both the venue and the process will be subject to change if the child and parent/carer struggle with the formal process.

If a child does not engage in the process and/or refuses to give their views or show remorse, this must be taken in the context of the child's particular emotional needs and will not usually prevent the process from being judged as complete. So, if a child storms out of the meeting or refuses to accept the strategies proposed, the school will still attempt to complete the process with those present.

Details of the child's exclusion that are kept on record.

Copies of the following letters will be kept in the child's file:

- the exclusion letter
- the letter outlining the agreements made at the re-admission meeting about the child going back to school.

What if the parent/carer can't attend the re-admission meeting?

If the parent/carer can't come to the meeting, they are asked to please phone the school as soon as possible so that we can arrange another time.

What if the parent/carer doesn't attend the re-admission meeting? If the parent/carer doesn't attend the meeting, the child may not be allowed to return to school. If this happens, we will:

Write to the parent/carer with a date and time for another meeting.

Keep copies of this letter in the child's file

Risk assessment

Safety is always our prime consideration: neither children nor staff must be placed in situations that expose them to an unacceptable level of risk. We constantly monitor and assess children's behaviour and our responses to them, ensuring that they have appropriate levels of supervision and are always striving to find the most effective ways to reduce and manage potential risk.

If a child becomes angry and leaves the site alone, a member of staff will follow at a distance and at no more than a brisk walking space; running after them could jeopardise

the child's safety. This enables us to supervise the child until they have calmed down and are able to return. If they refuse to return, the police will be called.

We simultaneously operate a policy of inclusion. To maximize our children's learning opportunities, we manage potential risk so that we can involve them in all educational opportunities. The process for children to take part in educational visits is one of continued risk assessment and involves careful planning.

If we become aware that a child is at risk because of issues outside the school, we follow Telford and Wrekin procedure.

Working with external professionals

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil.

A graduated approach to this is taken to supporting children with Social, Emotional and Mental Health needs and this is outlined in our SEND Policy and Information Report which is available to view on the school website.

The needs of most children can be met through the use of this inclusive and trauma-informed policy. However, there may be times where the school require support from external professionals to meet the needs of pupils who are continuously presenting as dysregulated. These may include but are not limited to:

The Behaviour Support Advisory Team (BSAT)

The Educational Psychology Team

The School Counsellor

The Inclusive School Forum

The Fair Access Panel

Family Connect - where there are identified social care needs, or the child is believed to have been harmed or at risk of harm.

Part Five – Statutory Powers and Rights of School Staff – Page

At William Reynolds Primary School and Nursery, the social, emotional and wellbeing needs of most children are met by using the approaches outlined in this policy. However, it is important to be clear about the statutory powers and rights of school staff that can be exercised if it is deemed appropriate. They are outlined below.

Discipline in schools – teachers' powers.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. • Teachers have a power to impose detention outside school hours. • Teachers can confiscate pupils' property.

The power to discipline beyond the school gate.

Disciplining beyond the school gate covers the school's response to all non-criminal misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Wearing school uniform.

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Prohibited Items, Searching Pupils and Confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

The prohibited items where reasonable force may be used are:

Knives or weapons.

- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

To commit an offence; or

To cause personal injury to any person, including the pupil themselves; or

To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

School staff can confiscate any banned or prohibited item found, as a result of a search or which is considered to be harmful or detrimental to school discipline.

The Use of Reasonable Force

Trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

At William Reynolds Primary School & Nursery, we are committed to nurturing relationships and promoting a safe, respectful learning environment for all pupils. In line with statutory requirements and our relational approach to behaviour, we are clear that:

Under no circumstances will any member of staff use or threaten the use of corporal punishment.

Our approach to behaviour management is grounded in positive relationships, consistency, and the belief that children learn best when they feel safe, supported, and understood.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is

necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the headteacher, or most senior member of staff available, will be made aware so that they are able to discuss the incident and reasonable force used with parent/carer. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension.

Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent. Suspensions and exclusions are made at the discretion of the headteacher, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Pastoral care for school staff

We will not automatically suspend a member of staff who has been accused of misconduct and pending an investigation. The governing body will instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our policy on managing allegations against school staff for more information on responding to allegations of abuse against staff or other pupils.

Part six – Other Important Information Statutory

Legal Framework

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

- Education Act 1996
- Education Act 2002
- Health Act 2006
- Education and Inspections Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Voyeurism (Offences) Act 2019
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Searching, screening and confiscation: Advice for Schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy: Pupils
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Suspension and Exclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child-on-Child Abuse Policy

Safeguarding

We recognise that changes in pupil behaviour and pupils displaying mental health difficulties, may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour and/or mental health may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

At William Reynolds Primary School & Nursery, we know that transitional times can be difficult for children, especially those with SEMH needs. We aim to make transitional

times as smooth as possible by doing the following to support transition between year groups:

- Children are informed who their new class teacher/s and teaching assistant/s will be in the summer term.
- 'Move up morning' is held every year. The children spend the morning completing transitional activities in their new classroom, with their new teachers and peers.
- Where necessary, children will have extra transitional visits so that they may spend more time building a relationship with their new teacher/teaching assistant.
- Where necessary, parents and carers of pupils with SEMH needs will be invited to meet their child's new teacher before starting in their class. This is an opportunity to build a relationship with the new class teacher and discuss the child's needs, including discussions about what has worked well previously and how communication will work effectively.
- Parents and carers are asked to contact the SENDCO if they have any concerns regarding transition process.

Transition from primary school to secondary school:

- Parents are offered support from the School's Admissions Officer, Mrs Mabott, who can support parents in completing their application for secondary school places.
- Parents are encouraged to visit their local secondary schools and find out the support available for their child, before completing their applications. Where necessary, school can support with this.
- All children attending local schools are invited for two days transitional visits in the summer term.
- Where necessary, the SENDCO will liaise with the secondary school and arrange extra visits.
- The SENDCO and class teachers will meet with a representative from your child's new school, prior to September, to share relevant information with them.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and deputy headteacher annually. At each review, the policy will be approved by the headteacher and shared with the governing body.

The written statement of behaviour principles (found in part one of this policy) will be reviewed and approved by the full governing body annually.

Appendices

Appendices

- Appendix A: Adult Behaviour Blueprint
- Appendix B - Home School Agreement
- Appendix C - William Reynolds Rainbow Values
- Appendix D - Our School Rules
- Appendix E - Relentless Routines
- Appendix F - The William Reynolds Script: Stepped Boundaries and Consequences
- Appendix G - A Guide to Levels of behaviours
- Appendix H - Behaviour concern logs and forms
- Appendix I - Calm Room Guidance
- Appendix J - The use of reasonable force

The William Reynolds Way 'To be the best we can be.'

Adult Behaviour Blueprint

Our Values

Challenge



Honesty



Ownership



Courage



Collaboration



Our School Rules



Ready



Respectful



Safe

Over and Above Recognition

First and foremost we want to recognise positive behaviour and want to encourage children to be able to narrate their success. We do this by:

- Our in-class promise (Well done > Merit/Sticker
 - > Special Mention > Rainbow Chart)
- Whole class rewards,
- Head teacher's certificate.
- Values Certificate and Rainbow Badges
- The chance to earn House points.
- Positive notes, phone calls home and positive conversations at the door.
- 'Be seen on green' 'Reach for purple'

Consistent, Calm and predictable

As adults we recognise that we set the climate and norms in our classrooms. We need to show relentless positivity and kindness. We do this by:

- Meeting and greeting every child every day with a smile.
- Building relational currency.
- Being the un-provokable adult. The five non-negotiable expectations on adult behaviour: calm, consistent, positive, empathic and reflective.
- Removing emotions and falling back on systems.
- Demonstrating deliberate botheredness and then triangulating our botheredness.
- Showing children they belong.

Relentless Routines

We recognise routines are a key building block of successful behaviour management. Therefore, we all follow certain routines to ensure consistency:

- *Signal, Pause, Insist "3, 2, 1." to gain attention*
- *Fantastic listening and "One Voice"*
- *Fantastic lining up: "Line up one behind the other. Talking Stops."*
- *Fantastic Walking (steady pace, face forwards, straight line, hands to yourself) • "Please may I go to the toilet?"*

Adults in the classroom will also have well thought out keystone classroom routines for how to:

- Enter the classroom, transition, hand out books, start a task and for the end of the day.

Stepped Consequences

We recognise clear boundaries and consistent consequences are pivotal. We value certainty of consequence over severity and aim to use the least invasive intervention where possible.

Step 1. REMINDER: Quite 1:1 adult reminder

Step 2. CAUTION: Move to yellow (not publicly displayed) - quite 1:1 clear verbal caution

Step 3: LAST CHANCE: giving them a final opportunity to engage.

Step 4: TIME OUT:

Step 5: REPAIR

Level 2 behaviour might skip to Step 3.

Level 3 behaviour might skip to Step 4 or result in a fixed term suspension.

We have co-regulation plans for some children.

Scripts as Scaffolds

We recognise that despite there being no perfect way to manage behaviour that there are better ways. A carefully planned script can

Restorative Follow-up

My Classroom, My Responsibility, My Consistency We see follow up as critical to ensure the child has the chance to reflect and learn.

be an excellent scaffold for dealing with behaviour. For example:

1. 'I've noticed that you are ...'

You might give a warning here

2. 'You need to ... / I need to see you ... / I expect..'

3. 'Do you remember ...

That is the (name) I need to see today'

4. 'I know/ hope you will make the right choice.' 5. 'Thank you for listening.' (give them some take up time).

5. 'I'm here to help.'

Scripts will also be built into co-regulation plans.

1. What happened?
2. What were you thinking at the time? (Have your thoughts changed since?)
3. Who has been affected and in what way? (How did it make them feel?)
4. What do you think needs to happen to make things right?
5. How could we do things differently in the future?

Where possible, the adult dealing with the incident will lead on the restorative follow-up.

Appendix B – Home School Agreement



This is the Agreement between
Parents, Pupils and School
for



Parents' / Carers' Commitment

I/We undertake to:




- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child wears their school uniform
- Ensure that my child arrives and is collected on time each school day.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Support my child in his/her homework and wherever possible promote opportunities for home learning.
- Ensure that my child goes to bed at a reasonable time on weekdays.
- Attend Parent/ teacher consultation meetings to discuss my child's progress at school.
- Ensure that my child has suitable PE kit for PE lessons
- Give permission for my child to use the internet at school during ICT lessons sign and return the E-Awareness Policy
- Contact staff in school to help resolve any worries or a concern
- Will not discuss the business of school or children attending school in any public forum, including social media sites.

Signed..... parent/carer Date.....

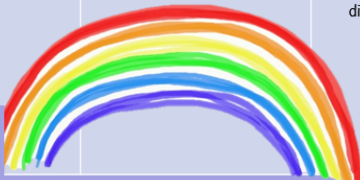
Signed..... parent/carer Date.....








Appendix C – William Reynolds Rainbow Values

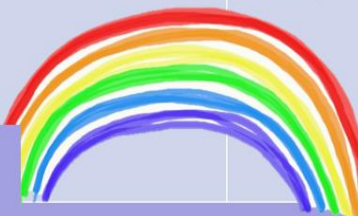

Challenge	Honesty	Ownership	Courage	Collaboration
				
Make every experience exceptional	Always do the right thing	Take accountability for your actions	Be determined to deliver greatness	Work together to succeed
<ul style="list-style-type: none"> Create a safe, healthy and stimulating environment Create a context rich curriculum Provide experiences which can foster creative and independent thinking 	<ul style="list-style-type: none"> Act with integrity Always act ethically Do what is right over what is easy Treat everyone with respect Respect and celebrate diversity 	<ul style="list-style-type: none"> Go the extra mile to raise academic success Be mindful of decisions and how they impact others Care about the wellbeing of yourself and others When you know you can make a positive contribution make it known 	<ul style="list-style-type: none"> Aim to excel in all areas Embrace new ways to enhance the learning experience Have the passion to succeed every day Be brave with your opinion Have confidence Be positive Be reflective in your practice 	<ul style="list-style-type: none"> Actively participate as a member of staff and fully commit to shared school goals Draw on the right skills and resources to deliver quality provision Identify and seek the opinions of experts internally and externally Be prepared to contribute across the school Create an environment that respects everyone's opinions Be proud to be a part of a diverse, British society.

William Reynolds Rainbow




Challenge	Honesty	Ownership	Courage	Collaboration
				
Push ourselves and have confidence	Always do the right thing	Take responsibility for your actions	Be determined to deliver greatness	Work together to succeed
<ul style="list-style-type: none"> Work hard Don't give up Be a creative and independent thinker 	<ul style="list-style-type: none"> Act honestly Do what is right over what is easy Treat everyone with respect Respect our differences 	<ul style="list-style-type: none"> Go the extra mile Take responsibility in all areas of school Care about the wellbeing of yourself and others Be positive 	<ul style="list-style-type: none"> Be brave Be determined Try hard everyday Have confidence 	<ul style="list-style-type: none"> Work together Listen to others Respect the opinions of others Participate in all activities Be proud of our diverse, British society.

William Reynolds Rainbow

Appendix D – Our School Rules



Ready



Respectful



Safe

Appendix E – Relentless Routines



Fantastic Walking



Fantastic Lining Up



Fantastic Looking



I do, We do, You Do
My turn, your turn



Think, pair, share



Signal, Pause, Insist: 3-2-1

Appendix F – The William Reynolds Script: Stepped Boundaries and Consequences

William Reynolds Script

<u>Rules</u>	<u>Visible Consistencies</u>	<u>Over & Above Recognition</u>
4. Ready 5. Respectful 6. Safe	3. Daily meet and greet 4. Fantastic Walking	6. Demonstrating 'Our Values' 7. Putting others first 8. Helping others 9. Rising to a challenge 10. Keeping going when things are hard (persevering)

Relentless Routines		
Praise in Public Reprimand In Private	Signal, Pause, Insist 3-2-1 Fantastic walking around school Fantastic Lining Up Fantastic Looking	Consistent Language 'I've noticed that you are ...' 'You need to ... / I need to see you ... / I expect..' 'Do you remember ... I need to see today' 'I know/ hope you will make the right I'm here to help 'Thank you for listening.' 'Be seen on Green' 'Reach for Purple'
Stepped Boundaries are used fairly and consistently when a child displays inappropriate behaviour:		
Gentle approach, use child's name, child level, eye contact, deliver message in private- get out!		
Step 1. REMINDER: Quiet 1:1 adult reminder of rules and expectations I notice you chose to.....(noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening		
Step 2. CAUTION: Move to yellow (not publicly displayed) - quiet 1:1 clear verbal caution making the student aware of their behaviour and clearly outlining the consequence I noticed you chose to.....(noticed behaviour) This is the second time I have spoken to you. Think carefully about your next step 'You need to ... / I need to see you ... / I expect..' 'Do you remember ... I need to see today' 'I know/ hope you will make the right Thank you for listening		
Step 3: LAST CHANCE: Move to amber (not publicly displayed) - quiet 1:1 warning giving them a final opportunity to engage. Offer a positive choice to do so and I noticed you chose to.....(noticed behaviour) This is the third time I have spoken to you. It's the rule about... You have chosen to..... 'You need to ... / I need to see you ... / I expect..' Do you remember when.....(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening		
Attach, Take-up time: 'Stay behind for two minutes after this lessons' to this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.		

Step 4: TIME OUT: Move to red (not publicly displayed) -Time out might be a short time outside the room or movement within the room. It's a few minutes for the child to calm down, breathe, look at a situation from a different perspective and compose themselves.

I noticed you chose to....(noticed behaviour)

You need to go to the calm down area either Buddy Base, reflection space in room or the Calm room

I will come and speak to you in 5 minutes

DO NOT describe child's behaviour to another adult in front of child

Attach, Take up time: '5-10 minutes to this step. That 5-10 minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

Pastoral team to be informed - use of behaviour concerns log.

Step 5: REPAIR

What happened?

How did this make people feel?

Who has been affected (hurt/upset)?

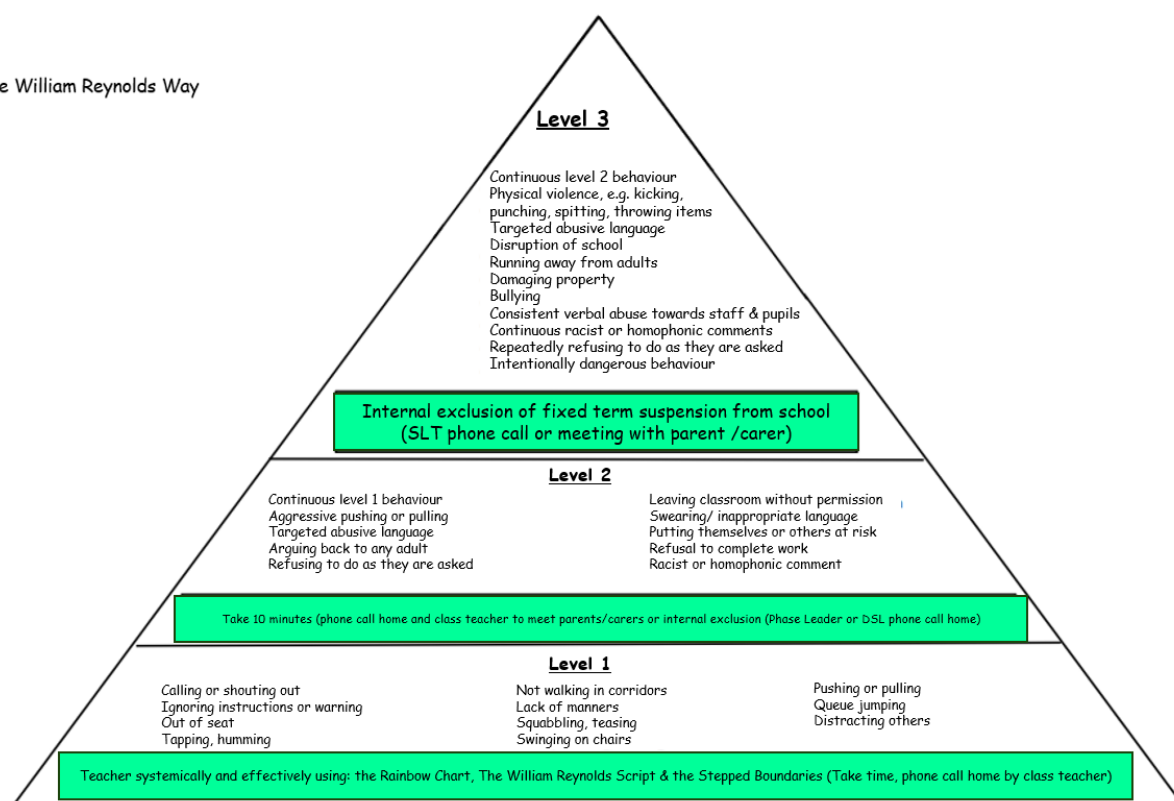
What could we do to put this right?

Fogging

- 'I hear what you are saying . . .'
- 'I can see you are upset . . .'
- 'I understand that's how you feel . . .'
- 'Be that as it may . . .'

Appendix G - A Guide to Levels of behaviours

The William Reynolds Way



Appendix H - Behaviour Incident Form

BEHAVIOUR INCIDENT



PUPIL DETAILS

Name:		Year/ Base:	
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STAFF DETAILS

Staff Name:				Time:	
Date of incident:			Location:		
Verbal		Disruptive		Aggressive	
				Physical	



Nature of ~~behaviour~~ incident:

Include steps that led to the incident, what happened and the actions you will take ~~as a result of~~ it.

Actions to be completed by teacher:

DSL receiving form:

Date:

Time:

To be completed by a DSL

Agreed actions and anticipated outcomes:

1

Signed:

Date:

WEEKLY BEHAVIOUR LOG



PUPIL DETAILS

Name:		Year/ Base:	
-------	--	-------------	--

STAFF DETAILS

Staff Name:	
-------------	--

Write in each day that an incident occurs. Include times if you feel you need to. Include steps that led to the incidents and the nature of the incidents. Also include any actions you've taken as a result.

Monday	<div style="border: 1px solid black; height: 80px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 2px;">Staff Actions:</div>
Tuesday	<div style="border: 1px solid black; height: 80px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 2px;">Staff Actions:</div>
Wednesday	<div style="border: 1px solid black; height: 80px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 2px;">Staff Actions:</div>
Thursday	

Appendix I – Calm Room Guidance



Guidance on the use of the Calm room.

This guidance has been updated in February 2024 to ensure it is inline with the 'Deprivation of Liberty guidance for schools' from Telford and Wrekin Local Authority, and the DfE guidance 'Positive environments where children can flourish'.

'Restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who care for them.

All behaviour is a form of communication. Those who care for children have a duty to understand what the children's behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and value and respect each child.

We start from a perspective that respects the child's rights before we consider whether incidents of physical restraint or restrictions on children's liberty comply with the legislative framework, national minimum standards (NMS) and relevant guidance. We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support and empower them and keep them safe.' (DfE, 2021)

There are times when children need access to a quiet and calm space to enable them to calm down and self-regulate. Our Calm Room serves this purpose as it is a sensory-controlled calming area. The purpose of our Calm Room is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills. It is used in a planned and sensitive manner to help a child move forward. Our Calm Room is an available space for a child to calm down to help them stop worrying or help them to feel less angry. It is to be used with a calm and positive approach, in order to help reduce anxiety. It must be remembered that some verbal terms and situations may make a child feel segregated and have their liberty restricted, such as locking a door or standing in front of the doorway to prevent exit. Therefore, the Calm Room must be used in the correct way as outlined in this guidance.

In some cases, the use of our Calm Room may form part of a pupil's individual positive behaviour support plan and, where appropriate, should be jointly agreed by the School Leadership Team (SLT) and parents/carers. Children and young people can be consulted in accordance with their age and level of understanding.

In optimum circumstances, the pupil will choose to access the Calm Room, sometimes with a prompt from staff. In exceptional circumstances, when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Calm Room using agreed positive handling strategies.

The Calm Room should only be used after all other strategies (outlined in the Behaviour Policy) have failed to calm the pupil. A decision to support the pupil in accessing the Calm Room should be based upon an assessment of need.

The use of reasonable force is required to prevent:

- self-harming;
- injury to other children or staff;
- damage to property;
- an offence being committed.

In these instances, the Calm Room can be used as a means of:

- helping the pupil to manage their own emotional state;
- reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- reducing the need for prolonged use of physical intervention.
-

In this guidance it is anticipated that staff dealing with the pupil are fully aware and competent in communicating effectively with the pupil. This could be through PECS (Picture Exchange Communication System), Makaton, use of visual cues or verbal communication using Emotion Coaching CPD as a guide; this may also be included in an individual's behaviour plan.

What is in our Calm Room?

The Calm Room is not a teaching room. It is a place of safety and its purpose is to create a calming environment for the pupil. The room has sensory lights, soft furnishings and a tent to help them calm down. Walls are covered with high impact foam which offers further protection for pupils who are extremely agitated. There is no door, which enables staff to; see the child and communicate with them clearly; allows the child to not feel that we are restricting their liberty; and allows the child access to the wider area outside the Calm Room, Staffroom and SLT office if this is their preferred space.

Helping pupils to understand how to use the Calm Room

- All children are aware of the Calm Room as a space and understand the benefits that can come from its usage.

- A child is encouraged to use the Calm Room when they become aware that they are starting to get upset, worried or angry.
- The Calm Room is for the sole use of the child when they are in it.
- Staff should avoid entering the Calm Room unless absolutely necessary, i.e. to keep the child safe, or unless the child has asked the adult to join them in the room.
- The Calm Room is not to be used on a 'scheduled' basis. It is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.
- The best outcome of using our Calm Room is when a child learns how to 'self-regulate' independently and is able to calm themselves down.
- Sometimes a member of staff will suggest to the child that 'this is a good time to use the Calm Room' or the child themselves may feel that 'this is a good time to use the Calm Room'. Staff will be alerted to the warning signs and recognise that the child may need a break and remind the child that they may leave the room to use the Calm Room.

Procedure for the use of our Calm Room

When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual positive behaviour support plan.

If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.

Other staff should be alerted for support as appropriate.

If the pupil continues not to comply, staff should suggest 'this is a good time to use the Calm Room'.

If the pupil continues not to comply then staff may consider it necessary to escort the child to the Calm Room using an approved physical intervention in line with school policy (Safety Intervention).

Once in the Calm Room, and the child has self-regulated, staff involved should use the ZoR to support the child to identify what Zone they are currently in. Discuss and identify what strategies they can use to get into the Green Zone. Staff need to be mindful it can take time 'put a lid' on their emotions but will aim to resolve the situation with the child spending the minimum time necessary in the Calm Room.

When the Calm Room has been used, the incident must be recorded in the red Calm Room log book, which is kept in the SLT office. Staff may also need to complete a Behaviour Log to explain the events leading up to the child needing to use the room. This is in-line with our school policies.

While a child is in the Calm Room, staff should decide whether or not they need to remain with the child, or can return to their duties, remembering to check in with the child. When returning to the child, staff need to ensure that a restorative conversation takes place if needed.

Sources from:

'Deprivation of Liberty guidance for schools' from Telford and Wrekin Local Authority

[Education Noticeboard - 11 January 2024 - Education Noticeboard \(telford.gov.uk\)](https://www.telford.gov.uk/education-noticeboard)

DfE guidance 'Positive environments where children can flourish'

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Appendix J – The use of reasonable force

The use of reasonable force

What is reasonable force?

- (i) 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.
- (ii) Force is usually used either to control or restrain (see restraint policy). 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) 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.
- (v) 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.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

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

3 When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes - to control pupils or to restrain them.

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

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Schools cannot:

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

Using force.

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people.

The techniques in question are:

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

Staff training

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school. Whenever possible, should a child need restraining it should be carried out by a member of the SLT who have received non-violent crisis intervention training.

Telling parents/carers when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved (see sheet below).

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

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

- a) Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b) When comforting a distressed pupil;
- c) When a pupil is being congratulated or praised;
- d) To demonstrate how to use a musical instrument;
- e) To demonstrate exercises or techniques during PE lessons or sports coaching; and
- f) To give first aid.

Use of reasonable force government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Use of restrictive physical interventions government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

