

KELL BANK CE PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY



We aim for Kell Bank to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain a close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless they feel secure, successful and happy. We are committed to helping all pupils develop socially acceptable attitudes, self-discipline and self-confidence, including the ability to accept responsibility for their own actions.

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school;
- To create a positive and orderly atmosphere which supports teaching and learning;
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities;
- To ensure consistent implementation of this policy from all staff especially in the delivery of awards and sanctions;
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regard to managing behaviour.

At Kell Bank School we believe that:

- **All children want to behave well.** We believe that children are happy when they behave well and have their positive behaviours recognized by adults and their peers.
- **Children can learn to improve their behaviour.** Learning appropriate behaviour is a task, just like learning to read or write and can be taught through effective modelling and positive reinforcement.
- **Mistakes are part of the learning process.** We view poor behaviour as a mistake, which can be rectified. We don't make a judgement about it – instead we support pupils to get it right. Practice improves performance.
- **All adults can learn strategies to support the children in their care.** Developing an understanding of why children behave as they do, maintaining a positive attitude to the child and his/her behaviour and learning effective strategies for managing that behaviour is a core requirement of all staff working with pupils in the school. It is supported through our commitment to ongoing professional development for all staff.

To support all our pupils adopt appropriate behaviours we:

- use positive praise to acknowledge good behaviour and correcting inappropriate behaviour;
- take a personal interest in the progress and welfare of every child; demonstrating belief in the pupil that s/he can succeed;
- expect all staff to take responsibility for promoting good behaviour at all times;

- expect all staff and visitors to the school to act as positive role models;
- seek to show children that if poor behaviour occurs, it is the behaviour we disapprove of, not the child. We aim to see the message behind the action, understanding that behaviour is often a symptom;
- always treat unacceptable behaviour with a consistent response designed to modify; treat the pupil with dignity and respect at all times. Quietly but firmly hold appropriate boundaries;
- believe it is crucial to work closely with parents in managing behaviour issues when necessary and especially where there are persistent or serious difficulties;
- seek to identify and address any persistent difficulties;
- ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach;
- greet children warmly regardless of any undesirable events on the previous day;
- challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background;
- ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support.

Through 'quality first' teaching, we aim to meet each child at their point of learning and therefore minimise poor behaviour. We achieve this by:

- accurately assessing the pupils' learning e.g. learning ability, learning style and level of achievement in order to move them on;
- planning to meet the pupils' range of needs through use of specific equipment, seating arrangements, groupings, use of TA's etc;
- knowing what motivates each pupil and use it to help him/her achieve; carefully planning lessons to ensure that we meet each pupil at his/her point of learning i.e. the work should be not too easy, nor too hard and we should plan for success;
- including the pupils in the target setting and evaluation process, using appropriate language (self assessment);
- giving the pupils feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress;
- praising pupils for their positive learning behaviours and specific achievements.

Rights

We believe all children have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way (emotional intelligence)

All staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way (emotional intelligence)

We teach that responsibilities are linked to rights: all people at our school are responsible for their own behaviour. Nobody makes us behave badly. We choose how to respond

Rules

Rules are used to support positive behavior. They are clear, concise and agreed/ reviewed by all parties at regular intervals. At Kell Bank School we have developed, with the children and staff, a set of simple rules designed for everyone to follow. These are we referred to as the Code of Conduct.

Code of Conduct

- Show respect - be kind and considerate
- Take responsibility seriously
- Work hard – always do your best and allow others to do the same.
- Treat everyone fairly, co-operate with other children and adults.
- Be honest

The Code of Conduct is clearly displayed in every classroom and around the school. At the beginning of each school year, the class teachers and teaching assistants review the Code of Conduct with their class to ensure all children are familiar with it. The rules are often referred to in assembly and all members of staff take responsibility in ensuring that children follow them.

Playground Rules The code of conduct rules apply plus:

- I will play with the equipment and my friends sensibly
- I will respect other people's games.
- I will play safely on the equipment
- I will line up quietly and sensibly

Roles and Responsibilities

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between, and a positive attitude towards, rewards and sanctions to encourage good behaviour. This is clearly documented in our **behaviour grid (Appendix 2)**

At Kell Bank School, we believe staff, parents and ultimately Governors share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Children's responsibilities are to obey the school Code of conduct.

Staff:

- Class teachers endeavour to ensure that children behave well at all times, following the Code of Conduct, including when working under indirect supervision.
- The school has an 'open door' policy, allowing teachers to address parents' concerns in a timely, respectful, sympathetic and professional way, involving senior staff as appropriate.
- Staff keep a record of significant incidents/log of behaviours for identified children, which is monitored and reviewed by the leadership team.
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in communicating and recording information.
- The head teacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents:

Parents/carers have a crucial role in supporting good behaviour in school and so effective home/school liaison is very important. It is vital that teachers can rely on the full support of parents when dealing with any child's behaviour as documented in the **home/school agreement (see appendix 1)**.

We expect parents to support the actions of the school when consequences are imposed. If parents/carers have any concerns about the way their child has been disciplined, they should initially contact the class teacher; continuing concerns should be referred to the head teacher.

Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school's positive behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Pupil Voice

Each class has time for PSHCE (Personal, Social, Health and Citizenship Education). During these sessions we follow the Primary curriculum and SEAL (Social and Emotional Aspects of Learning) programme as well as discussing day-to-day issues causing concern, the impact of the problems and how we might go about solving them. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects.

Supporting children with additional needs

Any child, at any time during their schooling could experience a period of turbulence, which may result in inappropriate behaviour. A small number of children may have a specific underlying condition/need which should be taken into account. Flexible and sensitive approaches used to support these children include:

- Discussion with the child about their behaviours;
- Continued involvement from and liaison with parents/carers;
- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Deputy/Head teacher;
- Setting work which is suitably differentiated to match the child's needs;
- Providing additional support in liaison with the SENCo;
- Involving external agencies;
- Implementation of a behaviour plan;
- Investigating options for alternative provision (dependant upon criteria, availability etc.).

Any approaches used will be reviewed regularly and adapted as necessary.

Bullying

Bullying is identified as a particular behaviour resulting in one person having power over another over time. Incidences of bullying will be taken seriously and dealt with in a timely manner and in accordance with the schools Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly positively emphasises the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously, dealt with in a timely manner and logged. It will be made clear to children that such practices are unacceptable and will not be tolerated.

Resolving Problems

Fairness lies at the heart of our ethos and school culture. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with using 'Restorative Behaviour Management' The principle being that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual;
- Accepting responsibility for the harm caused to others;
- Recognising the need to take action, to begin to repair the harm caused;
- Agreeing a range of action-in conjunction with all those involved – which will be monitored over an agreed period of time.

Staff will use the **language of choice**. This helps our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice.

We link consequences to the choices they make, to help them make the best choice.

This language:

- increases pupils' sense of responsibility
- regards mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps them to take responsibility
- helps them to manage their own behaviour
- increases their independence

Routines support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. Particularly for younger pupils, we need to teach routines for **all** activities, including:

- the start/end of the day
- moving from classroom to elsewhere e.g. dining hall, playtime
- entering/leaving the classroom
- answering the register
- moving from class to small group/individual work
- collecting equipment

The more consistency there is over routines, the easier it is for our pupils to learn them.

In the Playground

At lunchtime and playtimes, our staff's main purpose is to keep our children safe and support pupils to follow the Code of Conduct.

- For unacceptable behaviour, the lunchtime staff may ask the pupil to stand beside them for 'time out'
- If the matter is 'dangerous/severe', the matter will be referred to the class teacher and the child(ren) will be removed to a supervised classroom in school where a member of the teaching staff will assess/deal with the incident.

Screening and Searching

School policy makes it quite clear what items are prohibited at Kell Bank School. The staff reserves the right to screen all children for banned objects – this may involve asking them to turn out their bags or searching children's trays (for more detailed information about this and confiscation and disposal see Appendix 3)

Use of Physical Intervention

At Kell Bank School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children, restrictive physical intervention may be needed (**see Physical Intervention Guidance Appendix 5**)

Fixed term and permanent exclusions

In most cases fixed or permanent exclusion will be the last resort, after a range of measures have been tried to effect improvement in the pupil's behaviour.

A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour.

If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions, whether fixed term or permanent, can only be imposed by the Head teacher or, in her absence, a designated representative.

Where exclusion is used, the school conforms to the NYCC and DfE guidance. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the head teacher excludes a pupil, she informs the parents and Chair of Governors immediately, giving reasons for the exclusion. At the same time the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The head teacher informs the LA and the GB about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot exclude a pupil or extend the exclusion period.

The governing body has a discipline committee, which considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and whether the pupil should be reinstated.

If the governors' appeals panel decided that a pupil should be reinstated, the head teacher must comply with this ruling.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussion for the orderly running of the school.

Kell Bank School cannot be responsible for pupils' behaviour out of school time, but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Kell Bank School children.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LA Officer and dealt with using NYCC procedure (see Appendix 3 for further information)

Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed into the school;
- All children, staff, parents/carers and all associated adults know and understand the Code of Conduct and adhere to it;
- Expectations and standards of behaviour are consistently high;
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development;
- Parents feel that the school deals effectively with unacceptable behaviour;
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach;
- Visitors are made to feel welcome by children and staff.

Communicating the Behaviour Policy

Staff refer to the policy regularly during staff meetings and discuss it with the children at least annually. It is available to parents via the school website and from the Admin Office in paper form, on request.

Staff Training

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

Strategies for children in transition

New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the Code of Conduct and are aware of the systems for rewards and sanctions.

Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Head teacher);

- Analysis of tracking data for individual children and for cohorts (class and individual logs);
- Termly inclusion review (carried out by inclusion leader on particular groups of children such as vulnerable, SEN, LAC, those with a disability);
- Analysis of exclusions data;
- Termly monitoring procedures by the Standards committee;
- The school development plan (SDP) which is used for planning and monitoring provision within the school;
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys).

Linked Policies:

Anti Bullying

PSHCE

Child Protection and Safeguarding

Allegations of Abuse against Teachers and Other Staff

Single Equalities Scheme

SEN

Use of Force for restraint or control of pupil

Home/School Agreement

Complaints Procedure (responding to parents concerns)

Appendix 1 – See separate Home/School Agreement Policy

Appendix 2, 3 & 4 examples on following pages

Appendix 2

Behaviour Descriptors Grid

This Grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, circle time in class and displays around the school (Secrets of Success). Staff will role model these behaviours and anyone who comes into the school should follow these guidelines.

<p>The Behaviour we expect at Kell Bank School</p> <p>Children should follow the Code of Conduct:</p> <ul style="list-style-type: none"> • Show respect - be kind and considerate • Take responsibility seriously • Work hard – always do your best • Treat everyone fairly • Be honest <p>Children are supported to:</p> <ul style="list-style-type: none"> • Be polite, respectful and helpful to everyone • Be co-operative in lessons • Be considerate, caring and compassionate towards others • Be honest and keen to learn • Be a positive representative of the school • Carry out responsibilities reliably • Work hard to manage conflict • Show good sportsmanship • Listen quietly and know when its ok to contribute (hands up, talk partner, lolly sticks etc) • Sit sensibly • Be prepared to 'have a go' • Use their initiative in appropriate ways • Be responsible and proactive • Demonstrate excellent behaviour • Try to remain calm and patient even when things are difficult • Give positive responses to adults' instructions 	<p>Rewards/Recognition</p> <p>Good behaviour is predominantly recognised with praise</p> <p>It might also be recognised in the following (age appropriate) ways:</p> <p>Social rewards such as thumbs up, nods, smiles Verbal Praise House points Stickers/Merits/Commendations Notes home HT Awards Special Privileges/Responsibilities</p> <p>We aim for consistency across year groups where possible/appropriate.</p>
<p>Unacceptable Behaviour</p> <ul style="list-style-type: none"> • Goading or provoking others and deliberately getting other children into trouble • Teasing other children • Spoiling work • Not managing temper appropriately • Being disrespectful • Using swear words, racist language or calling other children names which upset them • Using Social Network sites to abuse, disrespect/bully other children and adults • Disrupting lessons and preventing others from learning • Taking others belongings • Needing a lot of reminders to follow instructions 	<p>Consequences</p> <ol style="list-style-type: none"> 1. Positive reinforcement 2. Warning/choices and consequences 3. Sit away from others 4. Time Out (with timer) 5. Miss playtime 6. Referral to Headteacher 7. Loss of privileges 8. Parents informed as appropriate 9. Internal/External exclusion at discretion of head teacher <p>If I choose not to follow the</p>

<p>(age/need appropriate)</p> <ul style="list-style-type: none"> • Refusing to follow instructions after two warnings and plenty of encouragement • Chasing people when they don't like it • Calling out • Hurting others • Negative peer pressure • Bullying • Bringing the school into disrepute 	<p>playground rules</p> <ol style="list-style-type: none"> 1. I will receive a polite reminder 2. I will be asked to stand with the duty adult for a short period of time. 3. I will be asked to leave the playground and go inside the school building. <p>Putting things right</p> <ul style="list-style-type: none"> • Apology (verbal or written) • Complete 4W's sheet – What happened? What rule did you break? Who has been affected? What do you need to do so things can be put right?
<p>Dangerous/ Severe behaviour</p> <p>Any act which puts other people at risk either physically or emotionally:</p> <ul style="list-style-type: none"> • Aggressive actions e.g. shoving, kicking, or punching in ways which are likely to injure others at any time (including fighting) • Violent outbursts of temper in lessons or playground • Swearing or verbally abusing pupils or adults • Misusing objects or equipment in ways which put others at risk • Running out of lessons or attempting to leave the premises without permission • Deliberate and serious acts of stealing • Deliberate, sustained vindictive bullying/victimisation of another person (including racist incidents) • Wilful damage to property or the work of other children 	<p>Consequences</p> <ol style="list-style-type: none"> 1. Senior member of staff to be informed and to deal with the incident (restorative approaches to be used) 2. Parents to be notified 3. Internal/External exclusion at discretion of head teacher <p>We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as an exclusion</p>

TIME OUT

On some occasions it may be appropriate for a child to have 'Time Out' either during a lesson or playtime. In class this may mean sitting away from the others for a few minutes, working at a different desk or in another classroom. Sometimes a child might be taken to work in isolation with an adult. Staff will discuss the incident with the child using the 4 Ws (see below) If the child will not co-operate and leave the classroom when asked, another member of staff will be called. At lunchtimes children may be asked to come off the playground to go to a class room. A staff member will be informed and will oversee the Time Out during the lunch hour. In certain cases e.g. recurring incidents or a serious incident, the Head teacher will be consulted and, if necessary, parents will be informed.

Restorative Behaviour protocol:

The 4Ws

What happened?

What rule did you break?

Who has been affected?

What do you need to do so things can be put right?

Appendix 3

Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by two senior members of the teaching staff.
- Searches will be carried out of sight of other children.
- Suspicion may be aroused:
 - As a result of a positive screening
 - Because a child is acting suspiciously
 - Because of something said by the child

- There will always be two members of staff present when a search takes place.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond, their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- All searches will be logged (to include name, year, sex, ethnicity, rounds of suspicion, time and place, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow-up actions).
- Parents will always be informed if a pupil has been searched and the result of the search.

Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school, In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them.

Allegations

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Head teacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Appendix 4

Statement of Principles as set out by the Governing Body

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers in line with DfE statutory and non-statutory guidance.

In particular the policy and its underlying principles should:

- Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children;
- Be worded so that they can be explained clearly to children of any age and level of attainment;
- Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour;
- Enhance the safety and welfare of children and staff and their perceptions of safety;
- Make clear the links between acceptable children's behaviour and the quality of their learning by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school;
- Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour;
- Promote consistency of application and support appropriate continuing professional development for all staff;
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes;
- Be transparent and well focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs, migrant and refugee children and looked after children- receive sensitive and well matched behavioural support for their individual needs;
- Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy;
- Be clear on disciplinary powers and actions.

Appendix 5

Physical Intervention Guidance

Staff at School receive up-to-date behaviour management training, and the county training course dealing with de-escalation techniques and positive handling, We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable** and **appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff owe a **duty of care** to students. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with students are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop students from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a student's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly.

Help Script

- Connect by using student's name
- Recognise the feelings
- Tell the student you're there to help
- You talk and I will listen
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

Application of Force (DfES advice to schools 10/98)

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk

But should not ignore or walk away.

9.0 Document History

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Chair of Governors signature:

Date: