

**BLACKTHORNS CP ACADEMY**

**BLACKTHORNS**



**COMMUNITY  
PRIMARY ACADEMY**

**Reviewed Autumn 2015**

## **Aim:**

***Our main aim is to achieve a high standard of behaviour from all members of the school community, which will lead to a happy, secure and positive environment.***

## **Intentions:**

Create an environment where:

- Strategies used are consistent throughout the school
- Expectations of behaviour are clear for both adults and pupils
- Pupils are encouraged to take responsibility for their own actions and behaviour
- Good behaviour and caring for others is praised

## **How will we do this?**

1. There is an established school charter, which is regularly addressed in school assemblies:

### **We have the right to....**

- Be safe
- Learn
- Be heard
- Be happy
- Be treated fairly

### **We have the responsibility to....**

- Keep our hands, feet and objects to ourselves. Keep tidy, use equipment safely and move around the school with care
- Be active listeners and not disturb others and to speak appropriately
- Be a good friend and a good sport
- Treat others the way you would like to be treated yourself

2. Each class establishes a charter for their classroom at the beginning of each academic year. These are written as a series of Rights and Responsibilities. They are displayed in the classrooms and regularly referred to.
3. Clear whole school systems for rewarding good work and behaviour and for supporting children to achieve this:
  - The school has a learning mentor, who works with children who may have barriers to their learning. Children who need additional support in order to follow our charter have access to the Learning Mentor. This can work on an individual or group basis.
  - Each class will have a system for visibly rewarding good behaviour and sanctioning that works on an individual and whole class basis. All children are made aware of how the system works within the class for the benefit of all
  - If there are children who do not respond to the above systems, reasons why need to be investigated and if appropriate the Head Teacher, Inclusion Manager and parents may be involved in discussions. A record of these discussions will be kept by the Head Teacher.
  - Certificate assemblies: Each week, there is an assembly where individual children are celebrated. Two children per class per week are chosen and receive a certificate. External successes are also celebrated within this assembly.

- Head Teacher's Award: Teachers, Teaching Assistants and other support staff can send a child to the Head for effort, good work, good behaviour etc. All Head Teacher's Awards are noted in the Headteacher's Gold Book and, at the end of each term one child from each class receives a Going for Gold Award.

## **PLAYGROUND**

If a child displays socially unacceptable behaviour:

- Verbal reminder
- Time out
- If after this time the child (either key stage) persists, or the incident is severe, the child is sent immediately to the Head Teacher.
- The Head Teacher investigates the incident and uses their discretion as to whether parents will be informed.

The child has an opportunity to discuss the issue with the school's Learning Mentor

## **PERSISTANT UNACCEPTABLE BEHAVIOUR**

The child's parents will be contacted and an Individual Behaviour Plan set up. (Not in home school diary). There may be a need to involve outside agencies if this will help support the child, parents and the school.

## **EXCLUSION**

Exclusion will only be considered in the most extreme circumstances.

There are strict procedures, set down by the LA and supported by the GB which must be adhered to if exclusion is being considered. These procedures are available from the school office.

**We expect children to trust us to deal with problems fairly and effectively. To ensure that trust, we must be seen to be *good role models*:**

- make it clear that it is the behaviour that is disapproved of – not the child
- listen
- treat children fairly and as individuals
- respond to children's and parents' concerns
- acknowledge children's feelings
- express confidence in children
- stay calm

## **The Use of Force to Control or Restrain Pupils**

### **Introduction**

This guidance is based on, and should be read in conjunction with, the recommendations in the DFE Document The Use of Reasonable Force (July 2013).

### **1) Objectives and Principles:**

The Headteacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property. This policy should be communicated to all staff, pupils and parents.

As all members of school staff are authorised by law to use force the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be

used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that force in schools is generally used for two different purposes:

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

## **2) Minimising the Use of Force:**

At Blackthorns CP School we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

## **3) Staff Authorised to Use Force**

- i. Permanent Authorisation:  
Appendix B) of this document contains an up to date list of those staff who have authority and training to use force to control or restrain pupils. This list is reviewed each year and includes an up to date record of appropriate training.
- ii. Temporary Authorisation:  
In some circumstances a) staff whose jobs do not normally involve supervising pupils and b) volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use force. This might include:
  - School trips
  - Off site learning activities
  - After school activities

The names of these staff will be recorded in the risk assessment and plans for these activities and signed off by the Headteacher.

## **4) Deciding Whether to Use Force:**

Staff should only use force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of having the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils

- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

***It is unlawful to use force as a punishment and staff should not do this under any circumstances.***

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. See Appendix C. It is likely, but not exclusive, that these pupils will be determined as having a BESD SEN.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

## **5) Using Force:**

Any staff using force or restrain to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation a child is given an oral warning. This should be done clearly and calmly in language the child can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is only used in extreme emergencies and where there is no viable alternative.

## **6) Staff Training**

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the use of reasonable force.

At Blackthorns CP Academy we will ensure the following training is in place:

- At least one member of staff will have received training by expert accredited providers in physical intervention and restraint technique. It is, however, not assumed that the named trained members of staff should be solely responsible for dealing with all incidents where physical intervention or restraint is required.
- All staff are made aware of the policy on the use of force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

## **7) Recording Incidents:**

Any use of force or restraint must be recorded on the attached for Appendix A). This form must be completed as soon as practicable after the incident and handed to the Headteacher by the end of the working day on which the incident occurred.

## **8) Reporting Incidents**

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the Headteacher, the Headteacher will make a decision about whether the incident is deemed as significant. If the use of force or restraint is seen to have been significant it must be reported to parents by either the Headteacher or DHT. Ideally this will be by telephone and will occur as soon as possible after the incident. Families should be given access to a copy of this policy. If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who should liaise with the Local Authority and/or Social Services.

## **9) Post Incident Support**

If there is any injury to the child as a result of the use of restraint or force first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association.

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

## **10) Complaints and Allegations**

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints should be dealt with according to the school complaints procedure.

## **11) Monitoring and Review**

The DHT will report to the Buildings & H&S Committee of the Governing Body on the use of force and restraint when necessary.

This policy will be reviewed in a cycle determined by the Governing Body.

**Review Date: September 2016**

Appendix A: Incident Record Form

Appendix B: List of staff authorised to use force and the training they have received.

Appendix C: Example of Behaviour Plan and Risk Assessment

## Appendix A: Incident Record Form

Details of pupil on whom force was used – name, class, and any SEN, disability or other vulnerability

Date, time and location of incident

Names of staff involved (directly or as witnesses)

Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons

Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used

Reason for using force and description of force used

Any injury suffered by staff or pupils and any first aid and/or medical attention required

Reasons for making a record of this incident

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Follow up, including post-incident support and any disciplinary action against pupils

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Any information about incident shared with staff not involved in it and external agencies

--

When and how those with parental responsibility were informed about the incident and any views they have expressed

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Has any complaint been lodged (details should not be recorded here)?

--

Report compiled by

--

Name and role

--

Date

--

Report countersigned by

--

Name and role

--

Date

--

Please Note: The names of pupils should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.



**Appendix B: List of staff authorised to use force and the training they have received**

<b>Name</b>	<b>Status</b>	<b>Period of Authorisation</b>	<b>Training</b>	<b>Date of training</b>
Marianne Brand	HT	3 years	Team Teach	21 <sup>st</sup> June 2013
Sally Stoyles	DHT	3 years	Team Teach	21 <sup>st</sup> June 2013
Wendy Paul	Inclusion Manager	3 years	Team Teach	21 <sup>st</sup> June 2013
Tom Jordan	AHT	3 years	Team Teach	21 <sup>st</sup> June 2013

**Appendix C: Example of Behaviour Plan and Risk Assessment**

**Individual Behaviour Management Plan BLACKTHORNS CP Academy**

**NAME:**

**D.O.B.**

**DATE:**

**STAFF INVOLVED:**

**TRIGGER BEHAVIOURS:**

**TOPOGRAPHY OF BEHAVIOUR:**

**PREFERRED SUPPORTIVE STRATEGIES:**

**DETAILED ADVICE:**

**PREFERRED HANDLING STRATEGIES:**

**DEBRIEFING PROCESS:**

**SIGNATURES:**

**School:**

**Parent:**

**Review date:**



### Pupil Risk Assessment

Criteria to trigger detailed risk assessment:

Aggressive Behaviour

Any one of these criteria will trigger the need for the following individual risk assessment to be completed.

Name of Pupil		
Date of Risk Assessment		
Serious Incident Form Statistics		
Have other people been the victim of this pupil's behaviour	Adults (Name of involved)	Pupils (Name of involved)
Have any of these incidents been physical attacks or attempted physical attacks? (tick as appropriate)	Yes	No
Give illustrative frequency (i.e. amount of time span of school weeks)		
Number of incidents towards	Adults	Pupils
Description of incidents		
Number of occasions where a significant injury has occurred		
Is there a pattern (i.e. place /lesson incidents occur)		
What interventions and measures have already been tried and with what success?		

Following completion of the above a behaviour plan should be created to reduce risk/respond to occurrences.

This plan was created by:  
Name

Signed

With contributions from:  
Name

Signed

Risk Assessment Review Date: