



# Yarrells School & Nursery

## BEHAVIOUR MANAGEMENT POLICY

for promoting good behaviour and maintaining effective discipline for the whole school, including the Early Years Foundation Stage

Policy Lead (Position (and Initials)): **Head of Pastoral Care (TL)**

Date of Last Review: **December 2020**

Date of Next Review: **December 2022**

### Statement

Yarrells Preparatory School aims to provide the broadest possible educational opportunities at the highest academic standards within a happy, thriving, family atmosphere. At Yarrells, intellectual development is fuelled by a rich academic curriculum, ample physical activity and vibrant participation in the performing and visual arts. The school, originally a Christian foundation, welcomes children of all backgrounds to share a clear moral code built on love, care and respect for one another. Reasoned, articulate independence of thought, as well as commitment to hard work, are encouraged at all times.

The purpose of this policy is to clarify our expectations in terms of our pupils' behaviour and to outline the role of staff in maintaining our discipline code. *All staff* members are responsible for ensuring this policy is adhered to and for communicating our principles clearly to all pupils and not just those in their teaching groups or form classes. Volunteers, or individuals undertaking work experience, are told during their induction that it is not their role to discipline pupils and they should refer any matters of concern to a staff member. **New staff members during their induction will be talked through the behaviour policy and supervision policy as well as Anti-Bullying policy. During this time the importance of positive behaviour management will be emphasised using the mantra "Praise Loudly, Blame Softly".**

We acknowledge our legal obligations in terms of the Keeping Children Safe in Education 2018 and the Equality Act 2010 in respect of safeguarding and supporting pupils with SEND. This policy is written with this in mind and should also be considered along with other policies such as *Anti-Bullying, Safeguarding, Equal Opportunities, Inclusion, and E-Safety* amongst others. This policy is relevant for matters of school discipline occurring on or off-site, including certain circumstances that occur outside school that, by their nature, involve aspects of the school or relationships of those attending the school (for example cyber-bullying).

At Yarrells, we have high expectations about good behaviour and we aim to be firm, fair and consistent in terms of discipline. Staff are expected to set excellent examples to pupils in terms of their own behaviour and by the way they in which they respond to one another, the children and visitors to the school. Staff should understand that their manner and attitude influences the character and ethos of the school and that we have a collective responsibility to ensure the highest of standards in this regard. Thus, both children and staff are expected to respect and care for themselves and each other; co-operate and collaborate; show self-discipline and motivation; be independent; and have a positive attitude at school.

When addressing unacceptable behaviour, staff members are expected to bear in mind that it is the behaviour that is seen as unacceptable and not the child. This should always be conveyed to the

children in terms of the way with which the situation is handled. Children should always be treated in a way that ensures they are valued members of the Yarrells School community. Children who misbehave should be made to feel that they are supported and listened to, so that they are able to change and will not merely fulfil negative expectations. Staff should be very careful about the way they speak to children so they do not reinforce bad behaviour with negative labels such as, 'I am not surprised,' 'you always' or 'it is always you' etc. Staff should not *expect* children to let them down, but should make it known to the children that they believe in them and that their best is required at all times. If pupils disappoint staff, staff should make them understand that this will not be held against them, but that they will be given the opportunity to change and improve.

At Yarrells, staff should make a habit of praising good behaviour, always encouraging children to be thoughtful, caring and considerate. We work according to the premise that *we 'praise loudly and blame softly'*.

## **Partnership with Parents**

The Yarrells School community consists of three key groups of people: the children, the parents and the staff. We recognise that for our children to make good progress and thrive at school, there needs to be a good relationship among these three key groups, with each fulfilling reasonable expectations to work to that end.

Working in partnership with parents is of major value and importance at Yarrells. It is essential in enabling us to provide a happy, caring and stable environment for children. When families join the Yarrells School community, parents sign a home-school agreement and they undertake to support the school in maintaining high standards in all areas.

Good behaviour needs to be carefully developed by the home and school working together. Children learn best when they are clear about what they are supposed to do, and when they are continually and consistently encouraged in doing so. Children need to come into school prepared by parents for the expectations placed upon them in a school-based learning situation. Good behaviour continues to develop when school and home share the same aims and support each other in achieving them.

Where behaviour is causing concern, parents will be informed at an early stage and will be given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within the guidelines of the policy, and further disciplinary action will always be communicated to the parents. Deadlines for the review of any agreed actions will always be set.

The key professionals in this process of communication are the form teachers who have the initial responsibility for the child's welfare. Senior leaders with designated responsibility for pastoral care will become involved as necessary. Early warning of concerns should be communicated to the parents so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. See the policy on *Partnership with Parents* for further information.

## **New Pupil Inductions and Mentoring**

At Yarrells Preparatory School the health, safety, happiness and well being of our pupils is very important. We pride ourselves on delivering high-quality pastoral care towards our pupils and we take a close interest in each individual pupil. This is the responsibility of all staff.

We realise that any new pupils joining us need to be supported in settling in and becoming familiar with expectations. We do our best to ensure that all new pupils starting at Yarrells will have a welcoming experience right from the very start. We have procedures in place whereby staff members support the

new children in becoming familiar with the school, and we also give current pupils the responsibility of befriending new pupils and welcoming them to the school, by being assigned to them as a 'buddy'.

The benefits are twofold: the current children have the opportunity for responsibility, while the new children know that they have a fellow student they can turn to for support.

Buddy systems help to promote friendship and support between these peers through regular collaboration between their classes, fostering a sense of whole-school community. They also create friendships that enable both 'buddies' to bond more closely with their school, increasing the likelihood of more positive school behaviour for all pupils. The two members of the Senior Leadership Team who lead pastoral care in the school play a key role in supporting both the new child and mentors in terms of the 'buddy' system. Children new to YPS quickly learn to respect the expected standards of behaviour.

### **Aims, Value and Precepts at Yarrells**

Yarrells is a happy school, where children learn and achieve in all areas in a safe, caring environment. Our aim is for each child to achieve his/her maximum potential and to socially mature in preparation for their next step on the academic ladder and to have a varied, well-balanced and stimulating time at school, which they should enjoy.

Our school values the individuality of all of our children. We are committed to giving each one every reasonable opportunity to achieve the highest of standards. We offer a broad and balanced curriculum, and have high expectations for all pupils. The achievements, attitudes and wellbeing of all our children matter. Yarrells promotes the individuality of each child, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

### **The main aims at Yarrells are to:**

- educate pupils intellectually, socially, morally, aesthetically, physically and spiritually;
- give instruction in the basic skills, namely reading, numeracy, oracy and literacy, by the most effective methods available to us;
- encourage the development of all pupils, so that they will learn to take their place in society;
- instil in pupils a sense of decency, commitment, self-reliance, responsibility, respect for others and healthy self-esteem;
- create an atmosphere that is relaxed but purposeful, and facilitate the achievement of these aims by forming the best possible relationships between teachers, children, parents and others involved;
- help the pupils develop an understanding of their cultural heritage.

### **Values and precepts**

We want our pupils to achieve their full potential and to become good members of the community by embracing, with us all, the following precepts:

- to tell the truth;
- to act considerately towards all living things;
- to help those who are weaker and less fortunate than ourselves;
- to take personal responsibility for all our actions;
- to respect the rights and property of others;
- to develop self-discipline.

The values underlying these precepts are reflected also in **school rules**:

- We are kind and caring in our words and in our actions and try to be a good friend to all

- We are honest and truthful
- We are polite and helpful towards adults, visitors and each other
- We work hard and try our best in everything we do
- We listen well, avoid interrupting and take turns
- We respect the rights of others
- We move around the school sensibly and play safely at break time
- We are kind and compassionate towards others, both at school and in the wider community
- We respect and care for property
- We are proud of our school and take care of it
- We wear the school uniform neatly, correctly and with pride
- We care for the environment



### **Discipline & Supervision**

At Yarrells, we will always aim to develop self-discipline in our pupils. We encourage pupils to do what is right, because it is right, rather than because they are being watched and it is being imposed on them externally.

We aim to foster a sense of discipline based on kindness, fairness and mutual respect between all members of the school community. This disciplined approach should occur in classrooms and continue in the public areas of the school such as the school gates, the courtyard, corridors, dining room, hall, changing rooms and toilet areas.

As far as is possible, classes dispersing/entering should be supervised by staff to help promote positive behaviour. Classes should move calmly and sensibly around the school. All staff are expected to help in this regard and to participate actively in ensuring this occurs. Once again, if a staff member notices behaviour that falls short of our high expectations, they should challenge it, even if the pupils involved are not part of their usual teaching/tutor/supervisory group.

When issuing instructions, staff should frame these positively, focussing on the intended behaviour, for example by saying, 'Be quiet' rather than 'Stop Talking' or 'Walk' rather than 'No running'. It is also appropriate to start with 'please' and end with 'thank you'

**All staff at Yarrells should work to:**

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- nurture relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all, regardless of irrespective of ethnicity, religion, attainment, age, disability, gender or background;
- show appreciation of the efforts and contribution of all;
- ensure that criticism is constructive and helpful and shared in an encouraging manner;
- encourage children to be responsible for their own behaviour.

**Staff can reward Good Behaviour by:**

- giving praise and recognise and highlight good behaviour as it occurs;
- a special mention in front of class or school;
- awarding stickers or school reward systems such as gold stars\*;
- sending pupils to the Head to be recorded in the 'Happy Book';
- giving special responsibilities;
- certificates;
- individual class rewards;
- raffle tickets earned daily for impeccable behaviour;
- special mentions to parents and other colleagues
- RPs or responsibility points recorded on a clipboard which is carried by members of senior classes.

At all times, staff should ensure fairness and consistency; children naturally feel let down if they perceive actions as unfair or inconsistent. Staff should be aware of both verbal and non-verbal messages they give pupils, whether positive or negative. Children should never be able to conclude that any staff member has 'favourites' or dislikes any individual pupil or groups of pupils. In addition, once something has been dealt with in terms of general discipline or a sanction, staff should make it clear that the situation is dealt with and all parties will move on from the issue, drawing a line under it and laying it aside. Staff should demonstrate an expectation that things will improve from then on.

*\* Reward systems clarified at the end of the policy.*

## **Expectations of Behaviour**

### **In classrooms:**

Children enter classrooms quietly. Children should also stand whenever any visiting adult or teacher comes into the classroom.

Teachers should always encourage children to do their best, producing work that is of a high standard. If children hand in work that is unacceptable or incomplete, they should redo the work at a time recommended by the teacher.

Any homework given to pupils must be completed unless there are extenuating circumstances. Staff must follow up any homework that is incomplete and take steps to ensure this is addressed.

Teachers have the right to teach, and children have the right to learn. Teachers are responsible for ensuring that discipline is good in class so that this is possible in all lessons. In turn, children should contribute positively during class by:

- ✓ being prepared and having the appropriate books/stationery/kits etc. ready for the start of each lesson;
- ✓ using good manners;
- ✓ working at an appropriate noise level;
- ✓ move calmly around the room;
- ✓ allowing others to learn;
- ✓ giving of their best;
- ✓ listening and taking turns;
- ✓ contribute to the learning community, by being a responsible learning partner who gives supportive and constructive feedback to peers;
- ✓ being part of the class team and being helpful and co-operative;
- ✓ caring for resources;
- ✓ taking some responsibility for the classroom environment by helping to tidy up and by looking after displays.

### **At break times:**

Staff members on duty must arrive promptly for their duty and supervise the children closely, ensuring that they are safe. They should encourage the children to play fairly, acting in kindness to one another and trying to ensure that no child is left out or unhappy at playtime. If a staff member has any concerns about a pupil, form tutors/ SLT should be made aware of this and concerns should be noted in pastoral notes on iSAMS.

Children must lead out to break, or return from break in an orderly manner and should be escorted by a staff member. They may not rush ahead to the playground, , but must wait until the staff member responsible for them gives them the go ahead to start playing. Children are not permitted in the woods unless there is a teacher supervising this area. They must ask permission to leave the playground to go to the toilet or for any other reason. Senior pupils are allowed in on the whistle without lining up. Children may not remain in classrooms unsupervised.

Children are encouraged to:

- ✓ play inclusively;
- ✓ play safely – no fighting or boisterous games;
- ✓ stop and listen to instructions when a teacher speaks;
- ✓ speak to adults on duty when a problem arises;
- ✓ help others if they are hurt;

- ✓ take care of play equipment and the play area.

**At lunch times, children should:**

- ✓ wash their hands before eating;
- ✓ be respectful;
- ✓ use good manners at all times;
- ✓ talk quietly to those sitting near them;
- ✓ be silent and listen to instruction when the bell is rung;
- ✓ avoid wasting food;
- ✓ as appropriate, to help clear tables when instructed to do so by the duty teacher;
- ✓ put rubbish in the bin and help to keep the eating area clean.

**Before school, children should:**

- ✓ arrive between 8:25 and 8.40am;
- ✓ go to early morning care (Early Birds) if they arrive before 8.30am;
- ✓ enter school calmly, being well turned out and wearing the correct uniform.

**After school, children should:**

- ✓ leave the classroom with the permission/knowledge of the teacher, having wished them a good afternoon;
- ✓ leave calmly and sensibly;
- ✓ take responsibility for remembering their own belongings and homework;
- ✓ treat whoever is collecting them with respect and manners;
- ✓ leave wearing the correct uniform and looking tidy.

*Children should also only exit school safely via sports mansions pathway. This rule is to be followed at all times.*

**Moving around the school, children should:**

- ✓ walk, and do so calmly and quietly;
- ✓ use the left hand sides of stairs;
- ✓ use manners and polite greetings;
- ✓ hold doors for people.

**Trips and outings, children should:**

- ✓ display their best Yarrells Preparatory School behaviour at all times; remaining polite and courteous;
- ✓ pay heed to the instructions and expectations that should be clearly communicated by staff;
- ✓ stay with appointed adult(s) at all times;
- ✓ demonstrate excellent listening at all times;
- ✓ travel safely and sensibly, remaining seated with seatbelts fastened, while the vehicle is moving.

**Assemblies, children should:**

- ✓ enter and leave quietly;
- ✓ listen to music if played at beginning/end of assembly;
- ✓ be respectful during times of prayer or quiet reflection;
- ✓ listen to whoever is addressing the group;
- ✓ avoid disturbing those around them;
- ✓ applaud achievements by clapping only.

### **With visitors, children should:**

- ✓ greet politely and smile;
- ✓ display good manners and be helpful;
- ✓ allow staff talk to visitors without interruption;
- ✓ respond to them positively.

### **Dealing with inappropriate behaviour**

At Yarrells, we want to ensure behaviour is dealt with swiftly and decisively with clarity to the children and adults involved in the reasons for certain consequences and we use the language of choice to ensure children understand their behaviour is their responsibility. All children and issues are dealt with individually but using the same transparent system to ensure clarity and robust responses to a range of issues.

### **Poor behaviour procedure:**

1. Verbal warning
2. Written warning e.g. name on whiteboard/ clipboard. \*After three clear warnings Pre-Prep name on cloud.\*
3. **Yellow card** conduct: teacher discusses behaviour with pupil as soon as possible and pupil does some reparatory work. \*Pre-Prep child to miss five minutes/ some of their playtime.\*
4. **Red card conduct**: pupil loses next break and spends time reflecting on their behaviour or doing reparatory work with a member of SLT. A reflective sheet to be signed by teacher, pupil and parent and returned on the next day. Class teacher to speak to parents.
5. **Bullying behaviour**: categorised under Red Card Conduct. Parents to be spoken to. Issues closely monitored at all times.

### **Behaviours to be warned:**

- ▶ Repeated disruption
- ▶ Being disrespectful
- ▶ Being late
- ▶ Not following instructions

Homework not submitted should be done in the student's own time. Teaching staff to liaise with form tutors over repeated concerns.

All issues should be registered on iSAMS from yellow to red cards where pastoral leaders will have the opportunity to study them. All yellow card behaviours will be e-mailed to form tutors; all red card behaviours will be e-mailed to pastoral leaders, these should be authorised once a sanction is agreed. Once authorised they will be e-mailed to form tutors. Pastoral concerns should be a way of noting such issues that need to be monitored and where appropriate, e-mails sent to relevant departments.

In addition in Senior Prep a registration sheet is taken from class to class to register any responsibility points (positive behaviours) to ensure an overview of children's behaviour is easily accessible and early intervention can be made by form tutors or one of the Pastoral staff. Minor behaviours may be noted on here also.

### **Staff should consider the following when they respond to behavioural issues:**

- Establish the facts surrounding the incident - never discipline a child based on a 'tale' someone has conveyed, unless the facts have been fully established.
- Reprimand the child if they have behaved in an unacceptable way.
- Never use sarcasm, ridicule or humiliate the child.

- Respond to the problem in an appropriate manner, without overreacting for minor misdemeanours.
- Warnings should be given, and should always be followed up.
- Very minor behaviours observed in Senior Prep will be monitored and noted on RPs board allowing staff to monitor these disruptive behaviours and support pupils in reflecting upon them. Repeated disruption in class will result in yellow cards which will be registered on Isams and the child will carry a yellow card to their form teacher to be talked through during their free time.
- All behavioural issues once beyond very minor should be noted on iSAMS to ensure we have a record of any patterns or flashpoints.
- Form tutors should always be informed.
- Staff should treat all children fairly – it is not acceptable if the whole class is misbehaving or the situation builds up until the teacher is fed up and one child becomes a scapegoat.
- Staff must establish what is acceptable and adhere to this in a firm and fair manner. Children should not be allowed to negotiate when it comes to behavioural issues. Inconsistency is poor behaviour management and is unfair on the children.
- No corporal punishment is permitted or threatened in any circumstances.
- Children must not be sent into the corner, nor sent to stand outside the classroom. Instead, they can be moved from their seat or activity and privileges can be taken away from them where appropriate.
- Children should not be given lines or any task or activity that may be deemed meaningless or a waste of time.
- Reflective detentions are used higher up the school to help children to think about their actions and to help them communicate clearly what their response should be next time.
- If a child exhibits bad behaviour at break time, they should be told to stand near the teacher for a time.
- One effective sanction that may be used by staff is ‘Time Out’ at break time or Friday Club. This will result in loss of playtime or perhaps just taking time out from the current activity briefly. Staff should avoid taking off the whole break, as children need to be given the chance for a run around.
- YPS is resolutely opposed to any form of bullying and there are clear guidelines regarding the discipline of bullying issues in the Bullying Policy.
- Children who have been identified by staff as requiring additional support may need a *Behaviour Log or individual target-setting book (available from Mr Lewis)*. Every adult working in school will be able to record positive/negative comments about the child’s behaviour. This would usually be set in motion and reviewed by the class teacher.

In terms of keeping a record of concerns. Care should be taken to maintain records of any concerns however small they may seem. Categories of pastoral notes, SEND notes, behavioural concerns and medical concerns should be used. At times it may be more appropriate to note a behavioural concern than to follow up with a sanction to monitor the situation.

## **Sanctions**

### **A summary of sanctions a member of staff may employ as deemed appropriate:**

*(More than one may be used if this is considered suitable.)*

- Verbal reprimand and discussion of appropriate positive behaviour.
- Separating the child from others who might be distracted or affected.
- Asking the child to complete a meaningful task or activity, or service to the school community at playtime or in their own time.
- Missing break time.
- Loss of Friday Club
- Supervised detentions.
- Communication with parents.

- Referral to a member of the Senior Leadership Team or the Head.
- Placing the child on daily or weekly report.
- Temporary exclusion, both internal and external.
- In very exceptional cases, the school may require parents to remove their child as a permanent exclusion from the school.

### **Unacceptable behaviour which might result in suspension or exclusion Includes:**

These examples are not exhaustive or exclusive, and instances of a similar nature which seriously contravene acceptable standards of behaviour may also result in suspension or exclusion:

- Physical violence
- Verbal abuse
- Persistently disruptive behaviour
- Bullying, including cyber-bullying
- Racism
- Vandalism
- Stealing
- Possession of offensive or dangerous weapons (e.g. knife)
- Malicious accusations against staff

The decision to exclude a child will be based on the nature of the offence and the context in which it occurred.

### **Pupil Support Systems**

Pupils are encouraged to make the right choices and respect our high standards in terms of behaviour through class tutor sessions, assemblies, PSHE, circle times and through on and off-site visits such as the Life Education van. Pupils are affirmed regularly when they fulfil expectations and they are offered support in working towards this. Two members of the Senior Leadership Team (Mrs Clare Cunningham and Mr Tom Lewis) have specific responsibility for children's welfare and pastoral care, along with the Head.

### **Staff Development and Support**

Staff INSETs and meetings regularly refer to aspects of supporting children with their behaviour choices, with pastoral care and in maintaining discipline. They are also opportunities to remind staff about procedures and to debate aspects of managing behaviour and discipline within the school. Staff are also supported by the Senior Leadership Team in dealing with aspects of individual and group behaviour. Courses are made available to staff as appropriate.

### **\* SCHOOL REWARDS AS A POSITIVE INCENTIVE**

**Pupils are reminded by their form teachers how far they have managed to climb with the awarding of gold stars over the year.**

Pupils note down any other prizes and awards won in school or elsewhere. These stars are recorded on iSAMS (online information system) from September 2016.

### ***Gold Stars for school spirit (Reception-Year 8)***

The school has an official system of rewarding children for the sort of good behaviour that improves the life of the school and helps it to function as a happy and healthy community. This is the gold star system.

This system is designed to reinforce behaviour the school wishes to encourage and also to enhance individual self-esteem.

Gold Stars will be rewarded for service to the community:

- ▶ Initiative
- ▶ Leadership
- ▶ Exceptional effort
- ▶ Contribution
- ▶ Demonstration of our core school values

Golden tickets, awarded for exceptional effort in school work, will allow pupils a visit to see the Head to be added to the Happy Book.

RPs will continue to be awarded in Year 5-8. Every star of the day will be awarded with a cookie card or jump the queue in Year 5 and 6.

### **Commendations**

When a pupil has earned 50 gold stars, he or she is awarded a metallic badge to wear on his/ her lapel. This is presented by the Head in weekly school assemblies. It provides important recognition of the individual's contribution to the community.

50 gold stars/10 tribe stars = Bronze award

75 gold stars/15 tribe stars = Silver award

100 gold stars/20 tribe stars = Gold award

125 gold stars/ 25 tribe stars= Platinum award

150 gold stars/ 30 tribe stars= Diamond award

***Gold stars are recorded on iSAMS and transferred as needed by form teachers. Weekly summaries are e-mailed to form teachers to aid their management of the rewards within their forms.***

### **Attitude to Learning**

Attitude to learning grades will be awarded by subject teachers twice each term in the senior school Years 5-8. This will be completed at half term and then at the end of term. The pupils will be given a score from 1 to 5, with 5 showing the highest effort and 1 being the lowest (helpful criteria for the awarding of these is given below). If they score an average of 4 or over they will receive a gold star badge to be worn on their uniform. The badges will be awarded in a senior assembly at the start of the next term, badges must be returned at the end of each term. The Head of the Senior Prep Dept and Head of Junior Prep Department will be responsible for checking grades and reviewing those children not achieving an acceptable level of effort.

<b>Attitude to Learning</b>	
<b>4</b>	Excellent
<b>3</b>	Good all round effort
<b>2</b>	Generally positive, with some room for improvement
<b>1</b>	Cause for concern

### **Awards, Cups and Prizes**

Pupils are rewarded, both termly and annually, through a system of awards and prizes. Cups, medals and prizes are awarded at the end of each term for achievements, improvement in reading and general academic performance as well as for effort, for music, and in sport. During Parents' Day at the end of

the summer term, book prizes are awarded to two pupils in each form with the highest marks in academic performance and effort from Year 1 to Year 6. In addition there are subject prizes awarded to pupils in Years 7 and 8, as well as cups and medals awarded for achievements in music, dance and sport, and for significant contributions to school life.

### ***Nursery***

Nursery has its own systems to encourage appropriate behaviour and effort.

**This policy is reviewed every two years, or before if necessary.**

## The Use of Physical Intervention

At Yarrells we understand that good personal and professional relationships between staff and pupils are vital to ensure good order in our school:

- **Children and young people need to be safe and aware of how they should behave.** It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. Situations in which physical intervention may be needed are therefore likely to be relatively few in number. In what is likely to be a rare occasion, a child may lose control and need someone else to supply this; demonstrating an ability to control safely and confidently. In these exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.
- **Yarrells staff members** need to be safe and confident in how they manage inappropriate behaviour. Staff at Yarrells School should understand their responsibilities in taking appropriate measures where reasonable force is required.
- **Parents** need to know that their child and those who are teaching her or him are safe and free from disruptive influences or danger. They also need to know that they will be properly informed if their child is the subject of physical intervention; and they need to know the nature of the intervention and the rationale for its use.

This policy should be considered with regard to our other policies, especially those on Behaviour, Health & Safety and Safeguarding. In terms of the Yarrells SEND and the Behaviour Policies; where individual pupils need further support an Individual Plan is put in place. If this further support is not effective, advice may be sought from outside agencies and/or the Educational Psychologist.

### The Yarrells Approach: ‘Prevention is better than cure’.

At Yarrells, we would always try to avoid using physical intervention and regard this as a last resort. We provide a properly planned and differentiated curriculum that provides appropriate levels of challenge to all pupils, and we maintain an effective school behaviour policy that is known and understood by all staff and pupils.

Restrictive physical intervention would be considered our last option; after all other approaches have been tried, or in situations of clear danger or extreme urgency. We would utilise only the minimum force required to resolve the situation safely. How we respond always has regard to the circumstances and to the age and understanding of the child or young person.

Where there is a foreseeable risk that a pupil could behave in such a way as to require restrictive physical intervention, we would make an immediate risk assessment in order to balance the risks to the pupil and to others, whether they are intervening or not.

Consideration should always be made to establish whether trigger situations can be avoided and other positive strategies employed to lessen the likelihood of such incidents occurring.

### Who may use restrictive physical intervention and when

The law allows ‘teachers, and other persons who are authorised by the Head to have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere'. (Education Act 1996, Section 550A).

In addition to teachers employed at Yarrells, the following staff are authorised by the Head to have control of pupils and must be made aware of this policy and its implications:

- regularly visiting teachers
- teaching assistants
- lunchtime supervisors
- general helpers
- supply staff
- administrative and clerical staff

Furthermore, the Head may give temporary authorisation to individuals such as parent helpers on school trips, but work experience/NVQ students or other volunteers in the classroom should consult the teacher in charge at the outset if a pupil's behaviour is becoming disruptive prior to taking any action themselves. This is made clear in work experience inductions.

School staff members, like anyone else, are also allowed to use reasonable force (the minimum necessary) to defend themselves. At Yarrells we consider that for staff members, removing pupils and themselves from a source of danger is a proper thing to do. We appreciate the integrity of our staff and value their efforts to rectify situations that are difficult and in which they exercise their duty of care for their pupils. However, we do not require them to go beyond what is reasonable. In particular, it is acceptable for any member of staff to decide that they will not use restrictive physical intervention for personal reasons.

Staff should not normally use force to maintain order or to avoid damage to property unless the young person's actions pose a threat to themselves or another.

### **Acceptable Physical Interventions**

Reasonable force is justified as appropriate by the circumstances. We use only the minimum force that is needed to restore safety or appropriate behaviour; and we take account of the age, understanding and gender of the pupil.

**Acceptable** forms of intervention in this school include:

- Leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
- Holding a pupil who has lost control until they are calm and safe (including sitting a child on an adult's knee to calm and comfort them)
- Physically moving between and separating two pupils
- Blocking a pupil's path
- Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a pupil running into a busy road or hitting or hurting someone

- Using more restrictive holds in extreme circumstances

It is **unacceptable** and likely to be illegal or grounds for disciplinary action **for staff to use any physical intervention designed to cause pain or injury, including:**

- Any form of corporal punishment, slapping, punching or kicking
- Holding by the neck or collar, or otherwise restricting the ability to breathe
- Holding by the hair or an ear
- Twisting or forcing limbs against a joint
- Tripping up a pupil or holding an arm out at neck or head height to stop them
- Holding a pupil face down on the ground or sitting on them
- Locking a pupil in a room, except in extreme situations whilst summoning support

Staff should not touch or hold a pupil in a way that might be considered indecent. Physical interventions are not, in general, used to achieve in order to search clothing or property, even if there is good reason to believe that something dangerous is being concealed.

### **Using Physical Intervention**

Except in cases where there is immediate danger, we would normally try other ways of resolving or de-escalating a situation. These could include:

- Calmly re-stating the rules and expectations for the situation
- Removing other pupils from the situation and thus from potential danger
- Use of physical proximity, but in a non-threatening way
- Encouraging the pupil to withdraw to a safer and calmer situation
- Calling another adult for support or to take over

If more than minor physical intervention is judged to be necessary, the teacher or adult in charge should:

- Send for the assistance of another adult (for support, or to take over, and as a witness)
- Remove other pupils from the scene, if possible
- Continue to talk calmly to the pupil, explaining what will happen and under what circumstances the physical intervention will cease (but not in a threatening way)
- Use the minimum force necessary and cease the intervention as soon as it is judged safe

Following a significant incident of physical intervention, when a pupil has resisted or challenged and force has been used, the teacher or adult responsible should as soon as possible inform the Head or member of the Senior Leadership Team. In some circumstances, it may be considered appropriate to call the police. We acknowledge that such events are stressful for both pupils and staff and both parties will need time to recover, with the chance of de-briefing and resolving the situation.

A full written account of the incident should be made by the member of staff concerned and recorded in the child's tutor file. The report will contain:

- Name(s) of pupil(s) concerned, when and where the incident occurred
- Names of staff or pupils who witnessed
- The reason why force was needed
- How the incident began and progressed, who said what, who did what
- What was done to calm things down
- The degree of force was used, what kind of hold, where and for how long
- Pupil's response and the outcome of the incident

Details of any injury to any person or damage to property and must be signed and dated by the member of staff and countersigned that it has been read by the Head or member of the Senior Leadership Team who will follow up the incident as appropriate.

## Training

We understand that training of staff is vital in this area if we are to be seen to adopt best practice and maintain a record of safe management of all school situations. We therefore make budgetary allowance for the following kinds of training:

- General training on behaviour management for all staff (not just teachers)
- Training on avoiding and coping with crisis/difficult/physically challenging events for staff supporting pupils with conditions which may give rise to challenging behaviour e.g. ADHD, Autism etc as relevant.
- Specific training and skill development on use of some basic 'breakaway' or 'hold' techniques that are safe and useful to know, for all or some staff if available and only if necessary due to the specific needs of an individual pupil.