



## Behaviour and Relationships Policy

<b>Policy review Date</b>	<b>September 2021</b>
<b>Date of next Review</b>	<b>September 2022</b>
<b>Who reviewed this policy?</b>	<b>Governing Body</b>
<b>Date approved by Governing body</b>	<b>Autumn 2021</b>
<b>Headteacher</b>	<b>Mrs Georgina Delmonte</b>
<b>Chair of Governors</b>	<b>Mr Chris Speller</b>

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community

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## A Whole School Approach

At Hilldene Primary School we believe that good behaviour in all aspects of school life and a clear and consistent approach to the management of pupil behaviour is essential to enable effective teaching and learning to take place.

We seek to create a caring learning environment, focusing on providing encouragement and rewarding good behaviour in order to develop a climate of consideration and respect for others rather than merely deterring poor or anti-social behaviour in the short term.

The promotion of good behaviour is the collective responsibility of the whole staff, working in partnership with pupils and parents, led by the senior leadership team, with the full support of the Governing Body. Every adult who works in school is expected to reinforce high standards of behaviour. If a member of staff feels that it is not appropriate for them to discipline a child they are advised to report any unacceptable behaviour, in a calm and accurate manner, promptly to a senior member of staff so that action can be taken.

This policy can be viewed on the school website.

## Aims

- To ensure all members of the school community can learn and play together in a safe, happy and secure environment.
- To teach the values and attitudes as well as knowledge and skills needed to ensure that children behave appropriately, develop self-discipline and become positive, responsible and independent members of the community and online community.
- To reward good behaviour and resulting good work by providing encouragement and motivation to all pupils.
- To treat all pupils fairly and apply rules in a consistent way providing the necessary support for pupils who are learning English or have special needs.
- To provide parents with regular updates about their child's behaviour and to provide where necessary the support needed to ensure behaviour improves.

## The Assertive Discipline Approach

Our rules are positive in nature and few in number. These rules, rewards and sanctions are regularly discussed with pupils and are clearly outlined in the Home-School Agreement which parents and pupils are asked to sign each year. They are also clearly displayed in all teaching areas, at child eye level, and referred to on a regular basis.

Pupils are strongly encouraged to report any incidents of poor behaviour or bullying that takes place either at school, in the community or online, immediately to a member of staff.

## School Rules

1. We listen and follow instructions.
2. We keep our hands, feet and objects to ourselves.
  3. We speak politely with respect (we don't answer back, tease, swear or call anybody names).
  4. We take care of our own and other people's property.

It is very important that these rules are reinforced by all members of staff fairly to all pupils of all ages.

## Rewards

### Class Dojo Points

Individual Class Dojo points are awarded individually on Class Dojo. Class Dojo points can be used for behaviour in the classroom, work rewards and acts of citizenship, following the school rules and for displaying 'Silver and Gold' and 'Star and Moon' behaviour. At the end of every day anyone on the silver zone/moon or gold zone/star are awarded 1 or 2 house points (see 'Stay on Green/Sunshine' below for further clarification).

At the end of the week, the Class Dojo points are collected from each class and a grand total for each house is calculated. These are announced during the celebration assembly and a star is awarded to the winning house so that a visual representation of the winning house is visible for all pupils.

At the end of every term the pupils from the winning house are presented with the House Cup and receive an extra 15 minutes break in the afternoon supervised by the school leadership team.

### Golden Book

At the end of the week two pupils per class are chosen by the class teacher and are entered into the Golden Book. These pupils have gone above and beyond in regards to their behaviour or achievements in class that week. In celebration assembly certificates are given to Reception and KS1 and letters are sent home to KS2 winners.

### Maths/Literacy Challenge

The literacy and maths team regularly set a challenge which they display in the corridors for both KS1 and KS2. A member of the literacy and maths team will select a winner who has given the correct answer. They are awarded a certificate in celebration assembly.

### Certificates for subjects

Pupils are chosen by their teachers and their achievements are celebrated in assembly on a Friday. Photographs of these achievements are displayed on year group 'celebration' corridor boards.

The following certificates are awarded each week:

- Writer of the Week
- Reader of the Week
- Mathematician of the Week

Certificates are also awarded for other curriculum areas to pupils who have been recognised by their teachers. These certificates could be:

- Artist of the Week
- Linguist of the Week
- Musician of the Week
- Sports person of the Week
- Historian of the Week
- Geographer of the Week
- Computist of the Week
- D&T person of the Week
- PSHE person of the Week
- RE person of the Week

### Phone Calls Home

Phone calls are made to parents by members of staff if pupils demonstrate improved behaviour choices or for incidents of outstanding behaviour.

**‘Stay on Green/Sunshine’**  
**(EYFS and KS1 use the ‘Stay on Sunshine’ system and KS2 ‘Stay on Green’)**

At the start of every day all pupils start on green/sunshine and can move from the different zones throughout the day depending upon their behaviour relating to the four school rules.

Throughout the day if pupils fail to follow the rules they are; first reminded of the correct behaviour, second moved to the yellow zone/ grey cloud and then moved to the red zone/ thunder cloud if it continues. If a pupil reaches the yellow zone/grey cloud, they should always be given the opportunity to reflect and rectify the incorrect behaviour in order to return to the green zone/sunshine. The consequences of a pupil reaching the red zone/ thunder cloud pupils will then have a restorative conversation with a Learning Mentor/member of SLT or YGL.

There are certain behaviours that are straight red zone/ thunder cloud behaviours in the classroom. Once the pupil reaches this zone then they accept their sanction and return to the green zone/sunshine. (See table below for clarification).

At the end of every day the names on silver zone/ moon or gold zone/star are awarded Class Dojo points. The pupils are given a certificate that day which they can take home to parents or showcase during celebration assembly.

If pupils get to the red zone/ thunder cloud more than twice in one day then they will be referred to the senior leadership team. In addition to this if a pupil gets more than five reds/ thunder clouds in a week then they will be referred to the senior leadership team.

Whole classes will not receive consequences as a collective group. Research seems to show that while it can have a temporary effect in reducing noise or minor misbehaviour, if used frequently its longer term effects are overall very negative, breaking any positive relationship between the teacher and class. It is perceived by those not misbehaving as very unfair, and does not address the underlying reasons causing the situation. There is no evidence that peer pressure operates on any individual or group to improve their behaviour as a result of whole class consequence.

### **The Restorative Approach**

As a school we are being trained in The Restorative Approach and will be adopting the strategies involved once all members of staff have been trained. We are currently using The Restorative Approach when incidents occur and individual and group discussions need to take place to support pupils in moving forward and reflecting on their actions.

At Hilldene, everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

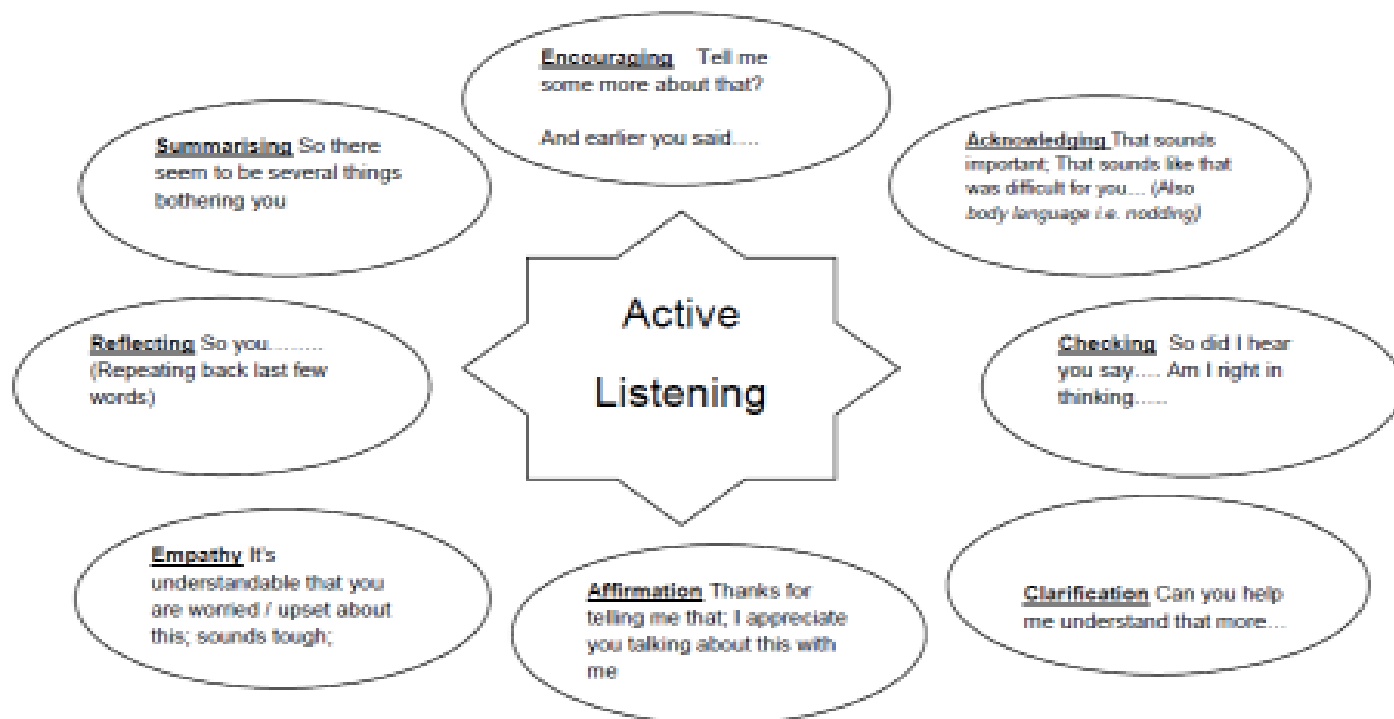
The 5 stages are:

1. **What happened?** Draw out each person’s story one at a time.
2. **What do you think and feel about that?** Establish what each person was thinking at the time, before and since.
3. **Who has been affected and how?** Find out who has been harmed/affected and how.
4. **What are the needs of those involved?** Establish what those affected need to feel better, move on, repair harm and rebuild relationships.
5. **What agreement can we reach about the future?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process, but try to ensure the pupils form their own agreement when possible.






This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their

own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement, as to how to move forward after a conflict, they are more likely to abide by it, than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



## Stay on Green/ Sunshine Behaviour System

KS2 Zone	KS1 Zone	Action	Rewards/ Consequences
Gold Zone	GOLD STAR 	Behaviours include consistently demonstrating: <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Excellent attitude to learning</li> <li>• Respectful of others</li> <li>• Impeccable conduct</li> <li>• Resilience</li> <li>• Growth Mindset</li> </ul>	2 Class Dojo Points and a certificate awarded.
Silver Zone	SILVER MOON 	Elements of the behaviours as mentioned above	1 Class Dojo Point and a certificate awarded.
Green Zone	SUNSHINE 		
Reminder	Reminder	Failure to follow any of the 5 school rules	Pupils are reminded to make the 'right choice' to stay on green. The school rule being broken is referred to. Staff will use consistent language (see attached).
Yellow Zone	GREY CLOUD 	Failure to follow any of the 5 school rules, including the inappropriate use of ICT tools such as online search engines.	<i>The <b>teacher</b> moves the pupil's name to the yellow or red zone.</i>  Reflection time (up to 5 minutes). Reflection questions on display to prompt the pupil's thinking: <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Which rule did you break?</li> <li>• How are you going to get back to the sunshine/green?</li> </ul> Positive conversation on return to the lesson between the adult and pupil. Staff will use consistent language.
Red	THUNDER CLOUD 	Failure to follow any of the 5 school rules <b>Instant red zone/ thunder cloud behaviours could include;</b> <ul style="list-style-type: none"> <li>• Walking out of class</li> <li>• Fighting with intention to hurt</li> <li>• Vandalism</li> <li>• Racist remarks</li> <li>• Homophobic remarks</li> <li>• Swearing (heard by adult)</li> <li>• Lying</li> <li>• Stealing</li> <li>• Violence</li> <li>• Spitting</li> <li>• Biting</li> <li>• Refusal which results in unsafe behaviour</li> <li>• Refusal to come in from break or lunchtime</li> </ul>	Pupils sent to LM/SLT/YGL with their work to do and reflect until the end of the lesson using the reflection questions.  Restorative Approach discussion is held with the pupils (all pupils involved in an incident).  Once they return to class pupils will return to the green zone/ sunshine.  Parent/Carer informed by class teacher at home time if collected or by telephone.  Reoccurring concerning behaviour is logged by the class teacher onto CPOMS and/or discussed with Senior Leaders.

- |  |  |                                                                                                                       |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------|--|
|  |  | <ul style="list-style-type: none"> <li>Highly inappropriate use of ICT tools such as online search engines</li> </ul> |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------|--|

## Behaviour system for the Playground

Pupils are encouraged to follow the same behaviour expectations that are set out above for 'in class behaviour'. Where an incident occurs the member of staff on duty should inform the class teacher and if a Restorative Approach discussion needs to take place then a Learning Mentor or a member of SLT should be informed.

When the bell is rung at the end of break or lunchtime pupils are expected to walk to their line and line up in their 'lining up' order and then wait in silence. Staff will be there ready to greet each class and the pupils will then be expected to enter the building in silence.

## Parental contact

Parents may be informed at the end of the school day if a pupil gets to the red zone/ thunder cloud. For consistently poor and unacceptable behaviour, the parents of the pupil experiencing difficulties will be invited to a meeting with a member of the school leadership team and the class teacher. The pupil's behaviour choices will be discussed and the parents' assistance sought to work in partnership with the school in order to improve their child's behaviour. A school Learning Mentor or the Home School Support Worker may also be involved at this stage in order to maximise the support provided for the child, and where appropriate the child's family. Following discussion the pupil's behaviour may be closely monitored within school in one of the following ways:

## Monitoring Behaviour in the school

### CPOMs Analysis

Classroom and school behaviours are logged onto CPOMs as well as internal exclusions. Behaviours are analysed half termly to distinguish patterns of behaviours with pupils.

### Behaviour Reviews

Teachers will complete a half termly review of the behaviour of the pupils within their class. Any pupil's behaviour which is identified as causing concern will be discussed with the class teacher. An agreed plan will be implemented in order to make improvements. The behaviour of any pupil who is identified as needing improvement for two consecutive reviews will be discussed by the senior leadership team and other appropriate staff. Parents will be informed and invited to a meeting to discuss the issues.

### Playground behaviour

Behaviour is an agenda item for the midday supervisor meeting with Senior Leadership.

### Learning Walks

Learning walks with a focus on behaviour for learning will be carried out by members of the school leadership team and behaviour team. In addition, uniform checks and PE uniform checks should be conducted regularly. A list of actions will be formed for the class teacher to address and work on.

### School Leadership presence

School Leaders will monitor and enforce behaviour expectations around the school, e.g. end of break and lunchtimes, corridors, assemblies, beginning and end of the school day.

## Whole School Practice for Teaching and Maintaining Good Behaviour

### Classroom Management

In order to ensure consistency and that time is used effectively for learning, each class teacher should establish the following classroom practice:

- a 'carpet space', 'table place' and a 'lining up' place should be allocated for each pupil
- pupils from Year 1 onwards are asked to stand behind their chairs when entering the classroom and wait for the instruction either to sit at their tables or on the carpet



- classroom doors are generally kept open during teaching time
- pupils should not walk about in class, unless this is required in a particular lesson
- noise levels should be kept low so that next door classes are not disturbed and adults do not need to raise their voices
- pupils should be expected to tidy up their table, the resources they have been using and the surrounding floor before leaving the classroom
- pupils should walk silently on the left hand side of the corridor in single file
- pupils should collect their coats and other belongings at the end of the day, one group at a time
- all staff - teachers and LSAs, are expected to reinforce all aspects of the Home School Agreement, including those related to footwear and uniform, e.g. tucking shirts into trousers and a ban on hoodies and tracksuit tops in class

Teachers should ensure that low level disruption such as swinging on chairs, fiddling with equipment during teaching time and drinking water from their water bottles in lessons is addressed appropriately to ensure there are no interruptions to the learning taking place in lessons.

## **Class Dojo**

Class Dojo is a digital classroom management tool designed to help our teachers improve pupil behaviour and to communicate effectively with parents day to day and when setting online learning (if necessary). It connects teachers with our pupils and parents to build amazing classroom communities.

How does it work?

Each pupil has an avatar and teachers award dojo reward points for things such as:

- good standard of homework,
- participating in class,
- staying on task,
- completing good work,
- following our school rules and values.

Teachers can use a tablet or computer to give points throughout the school day. Each pupil's points can be displayed via a smart board, and parents, via their app, can see these. Teachers can communicate with parents via the class page where general class messages can be shared or via the whole school page.

The dojo system runs alongside our behaviour policy. It is a system of positive reward and points can only be awarded (never taken away).

## **Communication with parents via Class Dojo**

Class Dojo includes a messaging service. This will be used to communicate general class messages or whole school messages. Individual messages can be sent to parents/carers; parents are also able to communicate (via the app) to their chosen recipient. This can be their child's Class Teacher, a member of the senior leadership team or the school office.

## **Class Story**

This gives parents a great insight into what their child is doing at school on a daily basis. The Class Story can give a 'Facebook style' timeline to see what activities have been going on in the classroom on a day to day basis. Teachers post updates on their class page - i.e. reminder posts about PE days/homework/class learning and other important class events, such as trips or assemblies. In addition, celebrations of work will be shared either individually to parents or via the class page.

## **School Story**

This gives parents information about what is happening in school on a day to day basis. It may alert parents to events, i.e. parents evening, special events or it may alert parents to an issue they need to be aware of or it may just celebrate something exciting that is happening in school.

## **Monitoring the use of Class Dojo**

It is the responsibility of all members of staff who use Class Dojo to ensure it is used according to this policy. Monitoring of the policy will be by Mr. Chris White (Dojo administrator) and the Leadership Team.

### **Searches and Confiscation**

If a member of staff suspects that a pupil is in possession of a prohibited or potentially dangerous object the pupil may be searched. This search should be conducted by the Headteacher or another member of the school leadership team. The search should be conducted by a member of staff who is the same gender as the pupil and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from the pupil. If consent is refused, the pupil will be asked to say why he or she has refused. If the need for a search relates to a suspicion of a “prohibited or potentially dangerous item” this can be conducted without the consent of the pupil. Parents will be advised of the circumstances relating to the need to conduct a search and of the ensuing outcome.

### **Behaviour when Travelling to and Home from School**

All pupils are expected to behave in an appropriate manner in the community whilst travelling to and home from school. If breaches of the behaviour code are reported/discovered then the pupil will be asked to explain the circumstances to a senior member of staff. Parents will be advised and we hope will reinforce the importance of the good behaviour that is expected. A consequence for misbehaving will usually result in the pupil losing play or lunchtimes and may, in agreement with parents, also result in a consequence at home. If it is appropriate the pupil concerned will be asked to make either a verbal or written apology.

### **Use of the Internet including Social Networks**

All pupils are expected to follow our rules for safe and responsible internet use at school, failure to do so will result in a consequence and parents being contacted. We urge parents to supervise their child/ren when using the internet or permissible social networks at home and to report to us any instances of unacceptable behaviour (See the schools ‘Online Safety Policy’).

### **Meeting the Needs of Pupils with Additional and Special Needs**

We value all pupils and their differences and will do all we can to ensure that this policy does not discriminate, directly or indirectly. In accordance with the Equality Act 2010, pupils who have an additional need of any type receive the support needed, in partnership with their parents, in order to help them follow the rules, develop self-discipline, make progress and enjoy school.

### **The Rainbow Retreat Nurture Provision**

Our nurture provision offers an opportunity for some of our pupils to learn the early nurturing experiences they may struggle with, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life. Pupils are identified through completion of a Boxall assessment and subsequently invited to join the group every afternoon for a period of 2 terms before reintegrating back into their mainstream classroom.

Whilst they attend the nurture provision, the pupils remain an active part of their main class group, staff in the Rainbow Retreat assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the staff, which is always nurturing and supportive, provides a role model that pupils observe and begin to copy. Food is shared at ‘snack time’ with much opportunity for social learning, helping pupils to attend to the needs of others, with time to listen and be listened to. Parents are encouraged to play an active role in the group.

As the pupils learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.

**The additional support that is available outside of the nurture provision and the frequency of this support is varied, but may include:**

- a class buddy

- learning mentor support either in a group or on an individual basis
- individual class support from an additional adult
- the use of a workstation and a visual timetable
- reduced timetable (in accordance with DfE guidance)

### **Contact with parents**

Daily contact is made with parents either when the pupil is met from school at the end of the day or particularly with older pupils, by telephone at the end of the day. Pupils with special needs are also supported, where needed, by a home school book.

### **‘Achievement/Target’ Book**

Specific behavioural targets are set and the teacher records the pupil’s achievement against these targets session by session. Achievements are rewarded daily or weekly depending on the age of the pupil and negotiated privileges earned. The book or chart is sent home to parents each day. Where parental support is irregular or where a book is not returned as expected parents will be contacted and alternative action taken.

### **Internal Exclusion**

A period of internal exclusion may be considered necessary in order for a pupil to reflect on his or her behaviour. A pupil who is placed in internal exclusion will be supervised by senior staff and will complete work set in isolation. He or she will not mix with other pupils at any stage during the school day.

### **The role of outside agencies**

Advice will be sought from outside agencies in circumstances where the strategies outlined above have been used but have not been effective; this may include the involvement of behaviour consultants to observe the pupil and talk to staff. Parents will be invited to take part in discussions and will be kept informed of any strategies that are put in place.

### **Fixed Term and Permanent Exclusions**

If all of the above steps have been followed and the necessary support has been provided and the pupil’s behaviour has not improved, then it will be necessary to consider the remaining stages on the discipline hierarchy:

- 1 Exclusion from school for a fixed term period
- 2 Permanent exclusion.

Major offences, such as a serious assault on another pupil or member of staff, will lead directly to a fixed term exclusion, regardless of the pupil’s history. It is the Headteacher’s responsibility to decide, following advice from other professionals, the length of the exclusion. For repeated or very serious acts of unacceptable behaviour, the Headteacher may permanently exclude a pupil. The chair of governors will be notified of all exclusions.

Before returning to school a meeting will be held to discuss the pupils’ behaviour. The pupil’s family and all professionals involved with the pupil will be invited to plan for the pupil’s return in order to ensure a successful transition back to Hilldene.

Where a pupil is unable to demonstrate appropriate behaviour and it is not appropriate for them to continue at Hilldene, then the exclusion may become permanent. In such cases, officers from the LA will advise on the next steps to be taken to ensure the pupil’s continuing education.

Both fixed and permanent exclusions will be conducted in accordance with the Department for Education’s exclusion guidelines 2012.

### **Physical Intervention**

The ethos of the school is that control of pupils should be based on good personal/professional relationships between staff and pupils. However, circumstances may arise in which staff have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been tried and the pupil, other pupils or members of staff

are at risk of danger or harm. Under no circumstances will a member of staff handle a pupil 'roughly' or administer corporal punishment. (Please see Appendix 2 Policy on Physical Intervention).

### **Accusations against school staff after Physical Intervention**

If an accusation is made against a member of school staff the appropriate steps will be taken to investigate the incident in accordance with the procedures outlined in the 2021 DfE document 'Keeping Children Safe in Education' and the schools 'Safeguarding and Child Protection Policy'.

## **The role of the others**

### **Headteacher, Senior Leaders and School Leaders**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, keep records of all reported serious incidents of misbehaviour, and to report to governors on the effectiveness of the policy.

The Headteacher and senior leaders support the staff by implementing the policy, setting the standards of behaviour expected, and by supporting staff by arranging appropriate training in order to ensure effective implementation of the policy.

### **The role of teachers and other support staff in school**

All staff are expected to reinforce this policy and all other related policies and show conformity and consistency in the way they apply rewards and sanctions, liaising with parents where needed. Teachers are expected to discuss the Home School Agreement and school rules with their class on a regular basis.

### **The role of parents**

Parents have a vital role to play in their children's education and in establishing and maintaining high standards of behaviour at school. We aim to work collaboratively with parents to ensure that messages about how to behave at school and at home are consistent. It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

At the beginning of the school year parents are asked to indicate support for our rules and uniform policy by signing the Home School Agreement. Parents are asked for permission for their child to sign the agreement as well. Regular information regarding each pupil's behaviour at school is provided for parents. If improvement is needed the action to be taken is agreed with parents and regular meetings will be held to discuss the impact of such action.

Parents are strongly encouraged to advise their child's class teacher, the Headteacher or other senior member of staff, if they have any concerns about their child's behaviour, progress or well-being either at home or at school.

Parents **must** report any concerns about the behaviour of another child or parent immediately to a senior member of staff and **should not** approach another child or parent either in the school grounds or outside school in an attempt to discuss the circumstances of an incident that has taken place in school. This includes the use of social networking sites to voice concerns or opinions.

In order to maintain confidentiality parents should not post any messages related to the well-being or discipline of their child or another child on social networks.

### **The role of Governors**

The Governing Body has endorsed this policy and, with the Headteacher, will review its effectiveness. They will with the Headteacher ensure that the policy is administered fairly and consistently and will also ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Monitoring and review**

All staff are responsible for monitoring the implementation of good behaviour and discipline around the school and should report to the Headteacher, Deputy Headteacher, Assistant Headteachers or Year Group Leaders any concerns/difficulties they observe or encounter.

A review of this document will be carried out annually and necessary adjustments made after consultation/discussion with pupils' parents, staff and governors.

## **‘Stay on Green/ Sunshine’ Consistency of Language**

*Please use this language so that we are consistent across the school. The class teacher should be having these positive conversations with the pupils.*

### **Reminder before going onto yellow/ grey cloud:**

“So before going onto yellow/ grey cloud I am giving you a reminder about ...”

“I am reminding you that you need to...”

### **After a yellow zone/ grey cloud time out:**

“How are you going to do get back onto the green/ sunshine?”

### **After a red zone/ black cloud and time with the YGL:**

“You got to the red zone/ black cloud because of ... and there is a consequence to that. However it’s a fresh start now so what do you need to do to stay on green/sunshine?”



# **Hilldene Primary School**

# **Physical Intervention Policy**

*Updated September 2021*

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individual within our school community.

1. The ethos of the school is that control of pupils is based upon good personal/professional relationships between the staff and pupils.
2. However, Section 550A of the Education Act 1996 does allow teachers, and other authorised school staff, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:
  - 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;
  - committing a criminal offence (including behaving in a way that would be an offence if the pupils were not under the age of criminal responsibility e.g. ten years old).
3. All staff at the school are authorised to use reasonable force when it is necessary.
4. All staff may consider it necessary to use reasonable force where:
  - action is necessary in self-defence or because there is an imminent risk of injury;
  - there is a developing risk of injury or significant damage to property;
  - a pupil is behaving in a way that is compromising good order and discipline.
5. During an incident of restraint the minimum force necessary will be used and the pupils will continuously be offered the opportunity to regain self-control. The purpose of restraint is to restore safety and good order. Reasonable force can be described as the minimum force necessary to achieve the desired result.
6. All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded stating:
  - the name(s) of the pupils involved;
  - the date and time reasonable force was used;
  - why reasonable force was necessary;
  - how restraint was carried out;
  - who restrained the child/young person;
  - how long this restraint lasted;
  - who was present during the period of restraint;
  - any marks noted on the child as a result of the incident and how they occurred;
  - action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident.
  - Records of conversations with parents regarding the incident/restraint.

Where possible, staff trained in de-escalation and positive handling techniques should be called to use reasonable force with a pupil in accordance with the guidelines above. However the school recognises that there may be occasions where an untrained member of staff has no option but to physically intervene. All incidences should be recorded using the physical restraint proforma from the senior leadership team.

The pupil's parent/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.

This policy has been created using the DfE non-statutory guidance July 2013 'Use of reasonable force'.