



Ribchester St. Wilfrid's Church of England Primary School BEHAVIOUR AND RELATIONSHIP POLICY

OUR MISSION STATEMENT

- Following the teachings of Jesus, St. Wilfrid's nurtures a love of learning, within a supportive and caring family; encouraging all of us to become confident and resilient members of the world community.

Together, with Jesus, we can LOVE, LEARN and SUCCEED.

¹³ Christ is the one who gives me the strength I need to do whatever I must do.

• **Philippians 4:13**

Through our Christian faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning, aiming to equip our children to live life today and for tomorrow rooted in Christian love. **For nothing is impossible with God (Luke 1:37)**

Ribchester St Wilfrid's CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how, as caregivers, we can offer the pupils security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent, resilient, life-long learners.

As a school, we focus on **relational connection** and **regulation** first. We do this by putting relationships at the heart of our approach by truly listening and responding to our children's voices, to create and foster a safe and happy environment where all feel safe, secure and respected.

We keep in mind that we are the adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the

developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.

We establish and maintain positive relationships with parents and carers; these are key to recognising and understanding a child's ever-changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a child who may have experienced trauma. All staff are trained in trauma informed practices and understand the impact of early trauma and how this can affect attachment and development.

At Ribchester St Wilfrid's, there may be some children who have individual behaviour plans that support behaviour. These children may have identified needs that are not covered by this policy. In these cases, the children's individual plans could take precedent over this policy.

Our Core Values

Our school's policy on positive behaviour management is guided by these values:

Courage (1 Corinthians 16:13-14)

¹³ Be on your guard; stand firm in the faith; be courageous; be strong. ¹⁴ Do everything in love.

Friendship (1 Thessalonians 5:11)

¹¹ Therefore encourage one another and build each other up, just as in fact you are doing.

Perseverance (Galatians 6:9)

⁹ Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.

Respect (Philippians 2:3)

³ Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves,

Thankfulness (Colossians 3:17)

¹⁷ And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

Trust (Psalm 62:8)

⁸ Trust in him at all times, you people; pour out your hearts to him, for God is our refuge.

AIMS OF THE POLICY

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To provide a shared understanding of good behaviour which embodies our Christian values.
- To ensure all learners are treated fairly, are shown respect and form good relationships.
- To create an ethos of kindness, compassion, responsibility, mutual respect, trust and love, enabling cooperation in all aspects of school life.
- To support learners in taking control of their behaviour and being responsible for the consequences of it.
- To promote community cohesion through improved relationships,
- To ensure that excellent behaviour is a minimum expectation for all.

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers.

- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviours is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. Relationships are key and there must be connection before correction.
- Staff use attachment friendly restorative approaches, including PACE (See Appendix A) in their interactions with pupils taking on a non-judgemental, curious and empathetic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.

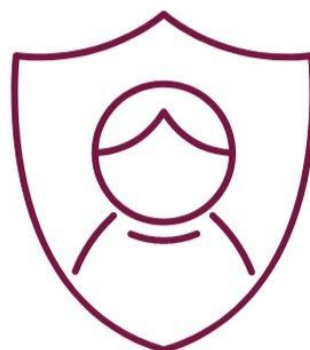
BEHAVIOUR CURRICULUM



Ready



Respectful



Safe

Three key principles outline our behavioural expectations:

1. Ready
 1. Ready
 2. Respectful
 3. Safe
1. Being **ready** maximises the time available for learning. It ensures that classroom noise is learning noise. We expect:
 - Sensible sitting
 - Listening carefully
 - Giving focus and attention
 - Sustained effort on tasks given
 - Being in the right place at the right time
 - 'Give me 5' rules followed wherever you are in school
 - Equipment and resources ready for the lesson
 - Arriving at school on time
2. **Respectful** relationships are key. We expect everyone to:
 - Use our manners
 - Safely and considerately moving around school and classrooms
 - Talk kindly to each other
 - Wait for your turn to speak
 - Be considerate of other's feelings and needs

3. Feeling **safe** ensures all children feel comfortable to learn. Their environment needs to feel safe, supportive, welcoming and free from criticism and judgement. Everyone has a responsibility to create this safe environment through:
- Keeping classrooms and workspaces tidy
 - Managing equipment and space
 - Taking care and responsibility for personal belongings
 - Leaving shared spaces ready for others
 - Moving around school in a safe manner
 - Respecting personal space
 - Asking for permission or consent
 - Accepting responsibility when a mistake is made

GIVE ME 5 – Listening Code

Within classrooms and around school, if the attention of a group/class is needed an adult will ask “**Give me 5.**” When children are asked for their attention in this way they will:

- STOP what I am doing
- EMPTY my hands
- LOOK at the adult
- LISTEN to the instructions
- THINK and respond

When “Give Me 5” is called outside at playtimes, staff will call the numbers 5, 4, 3, 2, 1, 0 so that children have enough time to follow the above code. Children do not need to empty their hands, but must hold any play equipment still.

Children may respond to a “Give Me 5” being called by raising their hand and counting back from 5 using their fingers only.

Corridor/Transitions

Our corridors are narrow and transitions are busy times. We therefore refer to our key movement words to guide expectations for children: *‘Quiet and Safe’*.

Given the limited corridor space and the number of children using these, our corridors need to be **quiet** spaces. This will ensure they are not overwhelming for our children, particularly those who find these times more challenging. We also need to be respectful in our thinking, recognising that others may still be learning.

Children should move around school in a smart manner – hands by their sides, facing the direction they are moving and at a sensible speed.

In order to keep everyone **safe** in our corridors, children should move around school in a smart manner walking one behind the other, on the left hand side. Children should be encouraged to stop for others and ensure everyone feels safe.

Playtime Behaviour

We strongly believe in the need for children to have free time, free movement and fresh air. The loss of playtime or time taken from playtime will never be used as a consequence in our approach to behaviour management. However, restorative conversations will take place outside of lesson times when necessary. At playtimes, children are expected to:

- Walk to the playground using ‘Quiet and Safe’
- Play safely without hurting anyone
- Not engage in ‘play fighting’
- Include others
- Look after and return equipment

- Follow the 'Give Me 5' rules for the end of playtime routine.

BEHAVIOUR STANDARDS

All staff will:

- Consistently apply our Behaviour Curriculum.
- Meet and greet each morning.
- Make explicit, expected behaviours to ensure 'Ready, Respectful, Safe' and 'Quiet and Safe'.
- Model positive behaviours and always highlight the behaviour we want to see in positive terms.
- Plan lessons that engage, excite, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviour for learning).
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children about the expectations.
- Never ignore or walk past learners who are not behaving well.

Senior Leaders will:

- Meet and greet learners when appropriate.
- Be a visible presence around school, especially at transition times.
- Celebrate staff and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Model the Behaviour Curriculum in their own practice.
- Support staff in managing children with more complex behaviours.
- Regularly review provision for children who fall beyond the range of written policy.
- Ensure the Behaviour Curriculum is consistently followed.

REWARDS AND PRAISE

AT ALL TIMES WE ARE POSITIVE ABOUT OUR CHILDREN

All staff have high expectations of all our children in terms of both achievements and behaviour and adopt a positive approach to behaviour management. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who seem the hardest to work with.

We promote a growth mindset when using praise by rewarding the process of learning. We identify and name the keys skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning.

We will reward children who demonstrate positive behaviours and personal achievements in learning in and around school through:

- Verbal praise and recognition
- House/ Dojo points
- Displaying of children's work
- Dojo messages home to parents
- Star boxes
- Stickers
- Pink highlights within learning
- Role of monitor for specific tasks

We will acknowledge when children go above and beyond our day-to-day expectations for them as individuals

- Gold star award
- Weekly Head Teacher award
- Termly Christian value award

Roles and Responsibilities

When children enter Year 6, they have the opportunity to apply for 'jobs' in school. These jobs are roles which give them responsibility within school or other classes. A job application is submitted to the head teacher who then decides who is best suited for each role. The jobs are:

- House Captains
- PE assistants
- Lunch time assistants
- ICT / Hall assistants
- EYFS/KS1 assistants

School Uniform

High standards of uniform and dress are a firm part of our Behaviour & Relationships Policy as they convey a 'togetherness' which we work to achieve. Children should be reminded to:

- Wear full Winter/Summer uniform as appropriate
- Wear black shoes
- Keep hair tied back
- On health and safety grounds, we do not allow jewellery in school. Children are permitted to wear a simple ear stud providing they are able to remove and replace independently. Earrings cannot be worn for PE under any circumstances.
- Children may wear a watch but must keep responsibility for this themselves. Children are not permitted to use communication functions within Smart Watches or access WiFi.
- Children must have their **full** school PE kit and trainers in school on PE days. If a child has PE kit missing or incorrect kit, a message will be sent home to parents to inform them.
- Children need to take full responsibility and care for their belongings and should be reminded to keep all items labelled and in the right place.

APPROACHES AND PROCEDURES FOR ADDRESSING BEHAVIOUR

We believe that as adults we should follow the example set by Jesus through teaching. While 'being clear' and 'giving positive feedback' will go a long way towards creating a positive climate and encourages appropriate social behaviour, we have a variety of strategies to discourage or stop unwanted behaviour before following our Choice Card scenario. These are:

- Reminding children of Ready, Respectful, Safe
- Promoting positive behaviours by stating behaviours you want to see in positive terms
- Mindfulness activities
- Brain breaks
- Movements breaks
- Sensory circuits

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary to have some time out, every minute a learner is out of a lesson is one where they are not learning. Steps should always be taken with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see making the ordinary extraordinary.

Choice Card Scenario

Children are encouraged to manage their own behaviour from the start of their education and are provided with prompts to support this.

If an unwanted behaviour is noticed, after following the above strategies, then a private warning is given to the child using the 30 second script.

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with (state the behaviour you see to separate the behaviour from the child)
- I am wondering if you are feeling.....?
- You know we have the Ready, Respectful, Safe rule in school, it was the rule about (....) that you broke.
- Do you remember when you (did)? that is who I need to see today.
- When I come back in *minutes, I want to see your wonderful (...) Thank you for listening. Walk away but remember to return.

If after following the 30 second script the behaviour is still present, a Choice Card is to be given alongside a verbal caution outlining the consequence if they continue. The learner then has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

If the child makes the right choice, remove the card quietly after a few minutes and praise the child for making the good choice – this may be a simple smile or thumbs up to ensure learning is uninterrupted.

If the child's misbehaviour continues, they are to be removed from the situation and given some reflection time to reflect on the choice they made. A reflection slip (see appendix B) can be completed to allow the child time to understand their choices/behaviour. If a child completes a reflection slip, it is to be uploaded to CPOMS with a log of the incident.

All learners must be given '**take up time**' in between steps following the Choice Card routine. It is not possible to leap or accelerate steps for repeated low-level disruption.

A child's behaviour will never be discussed or described to others in front of that child. Behaviours are dealt with calmly, respectfully and discretely.

In certain situations/lessons, an adapted approach may be required for example in PE lessons or EYFS Continuous Provision. The following approach will be used:

- A verbal warning given
- Time out from activity
- Return to activity
- If behaviour continues, the child will be removed from the activity and reflection time given.

Any occasions where behaviour, which is considered to be unacceptable or dangerous, occurs teachers must take immediate action. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session. Another member of staff may be called for to provide extra support. If a child has to be removed from class, parents are informed and a record will be made on CPOMs. Where the child's behaviour compromises the safety of others or themselves, the school may implement more serious consequences including fixed-term suspension or exclusion.

There may be occasions where the use of Choice Cards is not appropriate but, following restorative conversations, reflection time is necessary. Staff can ask children to complete reflection sheets when they feel it is beneficial.

RESTORATIVE CONVERSATIONS

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

Offer a postponement and some support if the child is not ready to speak: *'I can see that you aren't quite ready to talk. Do you need a minute or two, or some time to calm?'*

It is important that the repair takes place with the member of staff involved in the incident, to complete the rupture – repair cycle.

To meet their individual needs, strategies that help a child to regulate vary according to the child. Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to take place:

1. Can you show/tell me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc. I can see that you feel.....because you are....
3. I can imagine it's difficult to have those big feelings but it's not ok to [...], I think I could help you with that.
4. How do you think [...] is feeling?
5. How can we make things better?
6. I wonder whether there is a way that we could make this right.

The adult lends the child their thinking brain to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WIN (I'm wondering, imagining, noticing...)

All staff will take responsibility for leading restorative conversations; Senior Leaders can provide support to ensure a positive outcome.

Playtime/Lunchtime

All staff are expected to encourage and praise children, using the same rewards system as the rest of the school. Additionally welfare staff have the same authority as teachers/support staff and will apply the same sanctions at lunchtime playtimes.

If children do not follow our expectations at playtimes and lunchtimes they will move through the graduated sanction stages as follows:

1. Positive praise for good behaviours observed.
2. Verbal warning. The child chooses to stop or move to the next stage.

3. Time out for a short period of time (e.g. up to 5 minutes) within full visibility of teacher/non-teaching/welfare staff.
4. Class teacher to be informed of situation.

ROLE OF PARENTS/CARERS

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years. We believe that parents have a vital role in promoting good behaviour and relationships in school. If school has to use reasonable sanctions, we expect parents to support the actions of the school.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, parents should contact the Chair of Governors and a formal complaints procedure can be implemented. See school website for details.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents must ensure that their child attends punctually and regularly.

Parents have a clear role in making sure their child is well behaved at Ribchester St Wilfrid's CE Primary School. Support may be needed to solve specific problems such as:-

- Ensuring children use internet appropriately adhering to age regulations of sites, Social Media and games
- Escorting children to and from school
- Ensuring consequences applied by the school are reinforced
- Supporting the key messages conveyed by the school
- Recognising that discipline may be delivered differently than home due to its size and context
- Adhering to school uniform regulations

BULLYING

The school takes bullying very seriously. However, the term "bullying" needs to be clarified.

It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying.

The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (2015). It can happen face-to-face or through cyberspace (on-line, via social media or texting).

This may take two forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the child displaying this type of behaviour are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully. We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

**Several
Times
On
Purpose**

The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues. Please refer to schools' Anti-Bullying policy and Online Safety policy.

BEYOND THE SCHOOL GATES

Ribchester St Wilfrid's CE Primary School enjoys a good reputation within the local community. We will endeavour for this reputation to continue. We therefore may exercise our statutory power to reasonably discipline pupils for misbehaving outside of the school gates. This may be applied when the child is involved in a school activity, travelling to and from school, wearing school uniform and also when identifiable as a pupil of the school. This is because poor behaviour outside of school could have repercussions within school, it may pose a threat to another pupil or member of the public and adversely affect the reputation of our school. Part of our school ethos is for children to do the right thing and make the right choices *even when nobody is watching!*

INCLUSION

Our Behaviour and Relationship policy is written in respect of all our children, however there are times when children with emotional/behavioural difficulties need further support and adaptation to enable inclusion and access to the National Curriculum and wider school life.

We will use our best endeavours to meet the needs of all our pupils making adjustments where we possibly can without risk to the safety of children or staff. We may deploy strategies which are different to the strategies used for the majority of pupils and we will consider the needs and age of the child. It is paramount that all professionals who share in the life and work of the school, have an understanding of particular behavioural and emotional needs pertaining to individual children and share in the commitment to doing everything we can to include all children in our school recognising that sometimes we have to work harder and differently with different children.

THE USE OF EXCLUSIONS

The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and staff can work in safety and are respected. Only the Headteacher has the power to exclude a child from school. Decisions will be made by taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any

exclusion. If they do not, the school or local authority may issue a penalty consequence of £60 (rising to £120). [These have been increased as of 1st Sept 2012]

- Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.
- Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

The staff and Governors of Ribchester St. Wilfrid's Church of England School are committed to inclusion. It is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded.

Should exclusion prove necessary, procedures will strictly follow the guidance provided by the LA and DfE.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

If any of the items listed above are brought into school, they will be confiscated. Parents will be called into school to discuss the situation and return items if appropriate.

USE OF REASONABLE FORCE

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

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

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

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

MONITORING AND EVALUATION

Staff and Governors have been included in the writing of this policy and arrangements are in place for it to be monitored and evaluated annually.

BEHAVIOUR AND RELATIONSHIP POLICY: ONE PAGE SUMMARY

Ribchester St Wilfrid's CE Primary School relational approach for resilience and life-long learning.

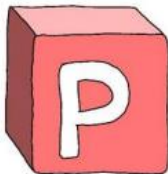

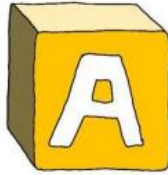





High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our rules '**Ready, Respectful, Safe**' must be displayed in each learning space and referred to in conversations around behaviour.

Consistencies:

- Build relationships using PACE, meet and greet and check-ins.
- Refer to '**Ready, Respectful, Safe**' and '**Quiet, Smart, Safe**' as non-negotiable rules.
- Focus on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Model positive behaviours and always highlight the behaviour you want to see in positive terms.
- Recognise behaviour as a form of communication.
- Plan lessons that engage, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviour for learning)
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children about the expectations.

APPENDIX A: PACE approach

PACE refers to Playfulness, Acceptance, Curiosity, Empathy.

	<h3>Playfulness</h3> <ul style="list-style-type: none">• Playfulness in interactions can diffuse conflict and promote connection E.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)	
	<h3>Acceptance</h3> <ul style="list-style-type: none">• Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement	
	<h3>Curiosity</h3> <ul style="list-style-type: none">• Being curious to where a behaviour has come from (in your head or out loud...)	
	<h3>Empathy</h3> <ul style="list-style-type: none">• Really connecting with how they are feeling and showing compassion	

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Young

APPENDIX B: Reflection Sheet

What will I do differently next time?

Today I made the wrong choice and did the wrong thing.....

