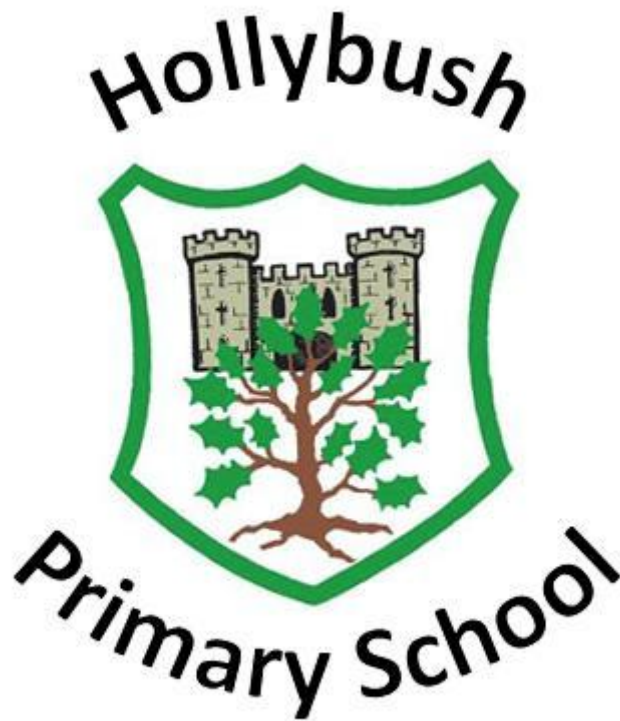




Behaviour Policy
Agreed: October 2024
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1. Policy Statement

Hollybush Primary School is committed to creating an environment where prosocial behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their own behaviour and to encourage others to do the same. Our Behaviour Policy guides staff to *teach* self-discipline and self-regulation, not blind compliance. We recognise that, just as with other curriculum areas, children do not come to us with a shared understanding of how to behave at school. We believe that it is our responsibility to provide a clear, unambiguous and consistent curriculum for behaviour and to offer additional support to children who are not yet able to meet our expectations.

2. Aims

- To create a culture of consistently prosocial behaviour which enables exceptional learning
- To ensure that all children are treated fairly, shown respect and benefit from good relationships with adults and other children
- To allow children to take responsibility for their own behaviour and be responsible for the consequences of it
- To build a community which reflects our core values of: kindness, generosity, learning together, excitement, courage and enquiring minds

3. Purpose of this policy

To provide simple, practical procedures for staff, children and other stakeholders that:

- Clarify behavioural expectations through clear language and modelling
- Positively reinforce prosocial behaviour
- Promote self-esteem, self-discipline and self-regulation
- Teach prosocial behaviour and offer additional support to children who need it.

4. What must remain consistent at Hollybush

We know that children behave better when they feel safe. Safety comes from knowing what is expected and knowing exactly what will happen if expectations are not met.

- **Consistent language:**

The following terms form the basis of our behaviour curriculum which we call The Hollybush Way.

We will refer to children being **Safe, Ready and Respectful**

We will exemplify our expectations through reference to:

- Lovely lining up

- Wonderful walking
- Super sitting
- Magical manners
- Peaceful playtimes
- Delightful dinners

As adults, we will use the terms **prosocial**, **unsocial** and **antisocial** behaviour to classify behaviour and for recording purposes.

Prosocial: behaviour which is in line with The Hollybush Way

Unsocial: behaviour which is not in line with The Hollybush Way but is not detrimental to others

Antisocial: behaviour which is not in line with The Hollybush Way and causes - or has the potential to cause - harm to others.

Children do not need to know these terms because they are not specific enough. Children need to know, for example, that they were not **respectful** because they did not use their **magical manners**, or that they were not **safe** because they did not have a **peaceful playtime**.

- **Consistent follow up:** We will ensure 'certainty' at classroom, phase and whole school level. We will never pass problems up the line. Teachers will take responsibility for behaviour interventions; we will ask for support but we will not delegate.
- **Consistent positive reinforcement:** We will have set procedures for reinforcing, celebrating and promoting prosocial behaviour.
- **Consistent consequences:** For the majority of children, there will be defined consequences agreed at classroom level as well as established structures for more serious antisocial behaviour. Some children may need personalised consequences but these may only be applied where:
 - They form part of a legally binding EHCP
 - They have been agreed as part of Risk Reduction Plan
 - In **exceptional circumstances**, they are agreed by the HT, DHT or SENCO as a one off. Ideally this decision should be taken by more than one senior member of staff.
- **Consistent simple rules, agreements and expectations** centred on The Hollybush Way and accompanying visuals
- **Consistent respect from adults:** even when children are disrespectful
- **Consistent models of emotional control:** We will model emotional self-regulation at all times. If we feel unable to do so, we will swap adults

- **Consistently reinforced rituals and routines for behaviour around the whole site:** in classrooms, outside, in communal areas and online.

5. Roles and Responsibilities

All staff must:

- Meet and greet children, by name, when they come into the classroom at the start of the day
- Refer to Ready, Respectful, Safe
- Refer to: lovely lining up, wonderful walking, super sitting, magical manners, peaceful playtimes, delightful dinners
- Model positive behaviours and build relationships
- Provide positive reinforcement of prosocial behaviour in every lesson
- Remain calm and allow processing time when talking to children about their behaviour
- Follow up every incident of antisocial behaviour, retain ownership and engage in reflective dialogue with learners. Aim to prevent antisocial behaviour rather than issue consequences following it
- All staff must promote excellent standards of behaviour at all times. If you walk past a child who is not Ready, Respectful or Safe (see page 1), you **must** address this whether the child is your direct responsibility or not. In most instances, a quiet reminder of the rules will be all that is required. Staff must not allow themselves to become complacent.

Staff must not behave in any way which is likely to escalate children's anxiety or cause further dysregulation. This includes, but is not limited to:

- Following a child who has told you, or indicated, that they want to be left alone unless leaving them alone would put them or others in danger
- Shouting or raising your voice unless this is necessary to stop a dangerous situation
- Threatening any consequence not sanctioned by this policy
- Continuing to interact with a child when you are feeling genuinely annoyed or angry. You risk saying or doing something that is not in line with this policy; you must swap with someone else and step away
- Trying to win an argument or battle of wills
- Dealing with a child in crisis without having read their Risk Reduction Plan (RRP), EHCP or other relevant documentation
- Using your size or strength to intimidate, eg. standing over a child or blocking their entrance/exit to a space without good reason (eg. to ensure the safety of others in that space)
- Making regular references to children's antisocial behaviour without celebrating their prosocial behaviour

Teachers must:

- Plan lessons that engage and challenge and meet the needs of all learners
- Manage unsocial and antisocial behaviour, including liaison with parents. Teachers can ask for support in managing unsocial and antisocial behaviour but cannot delegate dealing with it.
- Liaise with parents about behaviour, whether prosocial, unsocial or antisocial. If there is an incident involving a child in your class, it is your responsibility to let parents know unless the consequence is a fixed term suspension or exclusion, in which case a senior leader will contact parents/carers. This remains your responsibility if you weren't in class at the time (PPA/ECT/training time) but not if you are off sick or on agreed leave.
- Regularly celebrate children who go above and beyond our expectations

Senior Leaders must:

- Meet and greet children, by name, at the beginning of the day by either visiting all the classrooms or standing at the gates
- Be a visible presence around the site, especially at transition times and times where large groups come together (assemblies, celebrations, lunch)
- Celebrate staff and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support Phase Leaders and class teachers in managing children with more complex or entrenched antisocial behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who fall beyond the reach of this policy

Governors must:

- Ensure that this policy meets statutory requirements
- Ensure that the Headteacher, Leadership Team and full staff body have the knowledge and skills to implement this policy
- Ensure that this policy is kept up-to-date and reviewed in a timely manner, including in line with legislative change.

Parent/Carers' Responsibility:

We provide a structured, safe environment in which your child can learn. If your child does not follow our rules and/or behaves antisocially, we need you to support us in addressing this.

To support us and your child, you should:

- Read and understand our Behaviour Policy (this document). Please ask if anything is unclear.
- Tell us if anything is going on at home which may have an impact on your child's behaviour in school
- Attend meetings with school staff and/or external professionals
- Be available by phone to discuss your child's behaviour
- Comply with suspensions
- Comply with requests by the school to speak to your child

- Communicate with school staff during the school day, in line with our agreed codes of conduct
- Keep any negative views about the school, its staff and/or its policies away from your child and social media. If you disagree with us, please tell us so that we can resolve the issue with you but please don't involve your child in this. It is very confusing for children when the adults around them give conflicting messages.
- Follow our complaints procedure if you are unhappy with our actions.
- Treat staff, children and other parents/carers with respect even if your child has been the victim of antisocial behaviour.
- Accept that the school cannot discuss someone else's child with you and will not share actions that are being taken to address their behaviour. This information can be highly sensitive and is always confidential. Just because you don't know what we are doing, please do not assume that we are doing nothing.
- Understand that the school works really hard to ensure safe, ready and respectful behaviour but there are many factors which impact on children's behaviour over which we have no control. We do not have a magic wand and some issues take longer to resolve than others.

6. Recognition and reward for effort

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 are hardest to reach. Although there is a tiered approach to rewards in this policy, our staff understand that a quiet word of personal praise is often more effective than larger, more public rewards.

Whole school level

- Hot chocolate Friday for 'always' children (see Appendix 1)
- Verbal recognition for: lovely lining up, wonderful walking, super sitting, magical manners, peaceful playtimes and delightful dinners
- Postcards sent home to parents
- Praise Phonecalls
- OPAL awards

Class level

- Arbor messages sent home
- Verbal praise given throughout the day and in the presence of parents/carers at the end of the day
- Stickers in recognition of: lovely lining up, wonderful walking, super sitting, magical manners, peaceful playtimes and delightful dinners
- Whole class rewards: teachers are free to implement their own class behaviour reward systems as long as they are in line with the aims of this policy.

7. Managing behaviour in classrooms and around school

Engagement with learning is always our primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute that a child is out of your lesson, is one in which they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account. Praise the behaviour you want to see and do not allow the distractions of one child to take you away from the positive learning of the rest.

Steps	Actions
Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness
Reminder	Explain clearly, simply and calmly what behaviour you don't like and what you would like to see instead'. Make consistent use of Safe, Ready, Respectful. 'You are disturbing your friends. That is not respectful. I want you to do this work now please.' 'You are hurting your friend. That is not safe. I want you to move away now please.' 'You are doodling on your whiteboard. You are not ready to learn. I want you to finish your work please.' Allow a few minutes processing time before expecting the child to comply. Refer to Appendix 3: positive phrasing, for more information.
Caution (explain inevitable consequence)	Explain what will happen if the unwanted behaviour continues: 'If you carry on disturbing your friends, you will have to sit by yourself.' 'If you hurt your friend in the playground you will not be allowed to play outside tomorrow.' 'If you don't complete your work now, you will have to take it home and do it there.' Do not present consequences as optional (eg. You might have to.../I might need to...).Children need to know that the consequence will definitely happen if the unwanted behaviour continues. MAKE SURE ALL CONSEQUENCES ARE OBVIOUS AND PROPORTIONATE. THE AIM IS TO RETURN TO PROSOCIAL

	BEHAVIOUR AS SOON AS POSSIBLE, NOT TO PUNISH OR HUMILIATE.
Time out	Give the child a maximum of 5 minutes, away from their peers, to reflect on their behaviour. Speak to them privately and give them a final chance to engage/ behave prosocially. Make sure that this is offered as a positive choice. Do not use threats and do not suggest consequences that you didn't present at the 'caution' stage.
Consequence	At this time, if the child has not returned to prosocial behaviour, you will need to implement the consequence that you outlined in the Caution Step. At this point, the incident and consequence must be reported on CPOMs.
If a child refuses to comply with an obvious consequence issued in line with this policy, you need to refer to Section 11.	

8. How to record on CPOMs:

Behaviour must be recorded using the ABC method:

A – Antecedent. This is anything that has led to the behaviour. This could be an event outside school, for example an argument with a parent or carer, or it could be a more obvious and immediate trigger, for example conflict with a peer. It could be a combination of things. If you don't know what the antecedent is, please make this clear in your reporting.

B - Behaviour:

Stick to the facts; do not add your own opinion or interpretation for example:

Don't write 'A deliberately punched B in the stomach; *Do write* 'A punched B in the stomach.

Don't write 'A was very rude and disrespectful,' *Do write* 'A said "*****" to me using a raised voice. Make sure to use the language the child used when writing the incident on CPOM's.

Don't write 'A threw a chair which very nearly hit B' *Do write* 'A threw a chair. No-one was hit.'

C – Consequence: This must be obvious and in line with this Policy

SLT will remove or edit any incident which has not been recorded in line with these guidelines.

It is very important to record behaviour in this way so that SLT can investigate your actions quickly if, for example, a parent queries something that you have done.

9. Consequences for Unsocial Behaviour (referred to at the caution stage)

It is down to your professional judgement whether a consequence is needed for unsocial behaviour. Unsocial behaviour does not harm anyone except the child who is displaying it so there is nothing for them to repair. If it is obvious that a consequence is needed (eg. completing work to secure learning needed in future lessons) then issue one. If there is no obvious consequence, there is no benefit to contriving one.

10. Consequences for Antisocial Behaviour (referred to at the caution stage)

The only consequences that are allowed under this policy, for antisocial behaviour, are those that are designed to prevent further harm.

There are two types of consequence that we use at Hollybush:

1. **Protective Consequence:** Removal of a freedom to manage harm (restricting access to a situation that is likely to result in harm)

Examples of protective consequences include:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Exclusion

1. **Educational Consequence:** The learning, rehearsing or teaching so the freedom can be returned (teaching a child to behave prosocially next time)

Examples of educational consequences include:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Conversation and exploration

When a child has behaved in a way that causes *actual harm*, a protective consequence and an educational consequence **must** be given. These **must** be approved by SLT and recorded on CPOMS.

Consequences must always be **obvious**. They must be a considered and logical reaction to what has happened.

For example:

- You broke a Chromebook so OBVIOUSLY you will not be allowed to use one until you have learnt to be careful with them (restricting access).
- You had a fight in the playground at playtime so OBVIOUSLY you will not be allowed into the playground at lunchtime (restricting access).
- You threw paper across the classroom so OBVIOUSLY you will have to pick it up and put it in the bin (educating through a prosocial choice).
- You drew on the wall so OBVIOUSLY you will need to wash the wall (educating through a prosocial choice).

The following are not obvious and so would not be sanctioned by this policy:

- You had a fight in the playground so you can't go swimming.
- You drew on the wall so you can't go to Forest School.
- You swore at a teacher so you can't do art.

SLT will not enforce a consequence which is not logical and considered. Please do not threaten any consequence which is not in line with this policy because you will not be able to go through with it. This could be very damaging for your relationship with a child and could leave you feeling undermined and unsupported.

It is the class teacher's responsibility to make sure that all antisocial incidents are followed by appropriate consequences. You can delegate the consequence itself but not accountability for it.

11. If a child refuses to comply with an obvious consequence

Follow these steps:

1. Ask a member of your classroom team to manage the rest of the class while you deal with the child who is refusing to comply.
2. Use limited choices (see Appendix 4) with the intention of removing the child to a place where you can speak calmly with them, for example 'We need to talk: office or library?'
3. Give the child processing time before expecting them to respond. Repeat the limited choice as many times as necessary leaving processing time after every repetition.

4. If the child leaves the room with you, repeat the consequence and your expectation that the child will follow it.
5. If the child still refuses to comply or refuses to leave the room, tell the child that you will call parents/carers. Follow this through and ask parents/carers to speak to the child and enforce the consequence.
6. If the child still refuses to comply, call SLT for support.

12. SLT on call rota

We have set up a calm space where children can go when they need to re-regulate. This space will be staffed by teaching members of SLT on a rotational basis. Use of this calm space is not a punishment; it is designed to give children the time they need to get back on track, with adult support if they need it. The space may also be used to:

- Give children somewhere to complete work that they have not completed in class
- Complete protective and/or educational consequences including repair
- Complete therapeutic activities such as circle of friends, cooking and art/sensory activities.

Monday	Grace
Tuesday	Hannah
Wednesday	Grace/Dunni
Thursday	Hannah
Friday	Grace/Dunni

13. Repair

Following an antisocial incident, children are expected to repair any damage that they have caused. Repair may be, for example:

- Repairing physical damage, eg. cleaning or clearing spaces or mending resources;
- Saying sorry, making a card or offering a hug;
- Completing a cartoon conversation;
- Reflection and acknowledgement of responsibility;
- Sharing a social story with an adult.

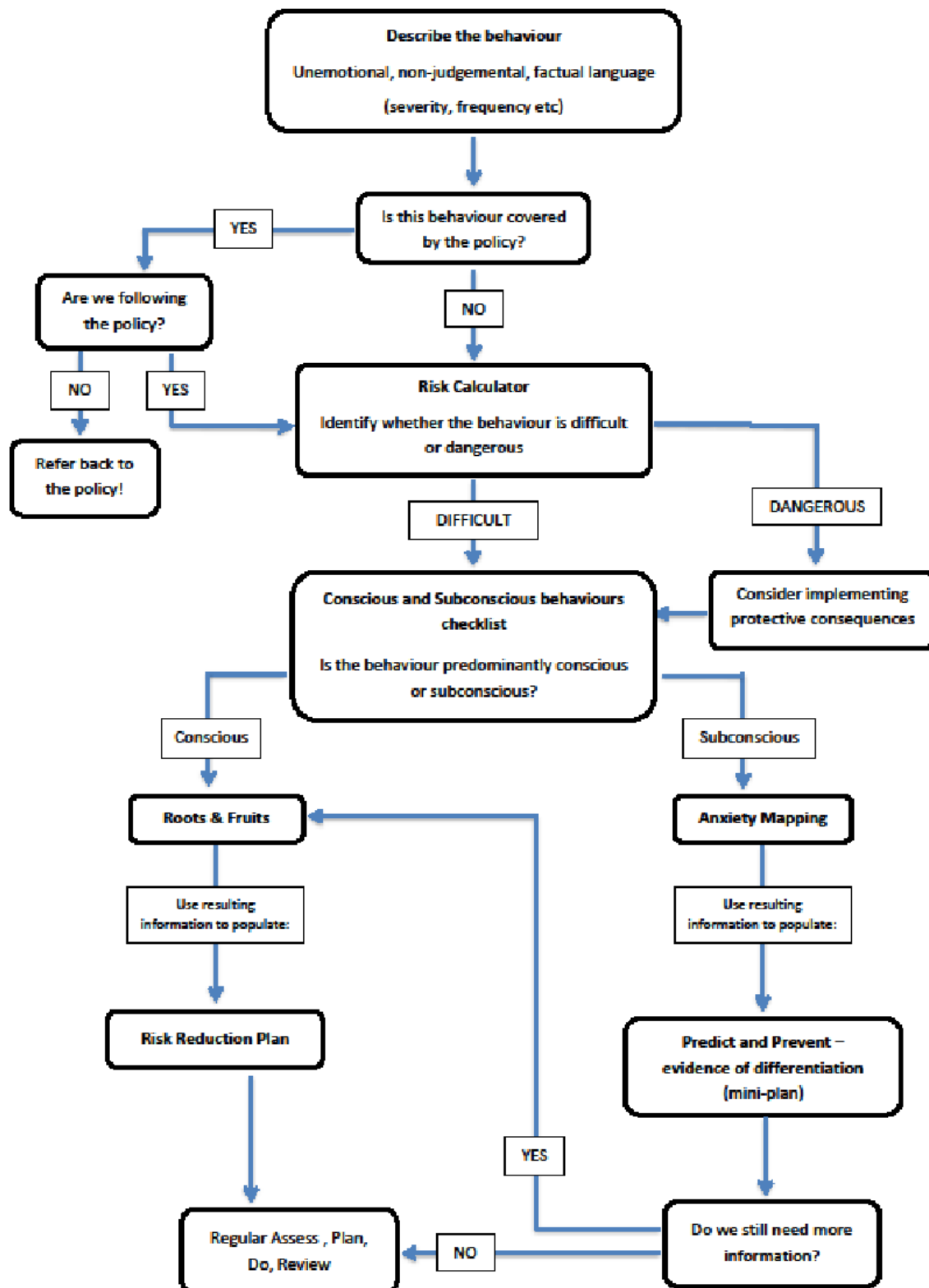
As with consequences, repairs must be proportionate and obvious. It is the class teacher's responsibility to make sure that all antisocial incidents are followed by a repair. You can delegate the repair itself but not accountability for it.

14. Our response to children showing a pattern of antisocial behaviour

Where staff have shown a consistent approach to antisocial behaviour, in line with this policy, and the behaviour has continued or escalated, a member of SLT will support the class teacher to write an individual Risk Management Plan for the child. The following flowchart and resources will be used to guide this process. Individual Risk Reduction Plans and/or Predict and Prevent Plans will be shared with parents, the child if appropriate and all staff who work with the child.

If staff have not followed this policy to support the child with his/her behaviour, training will be provided to ensure that they are able to do so in future. As the flowchart below shows, we will not move to an individual plan in the event that this policy has not been followed.

15. Hertfordshire STEPS Flowchart



Hertfordshire Steps 2019

16. Suspension

The DfE gives the headteacher the right to suspend children for up to 45 days in a school year.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.¹

Examples of behaviour that may² lead to suspension are:

- There has been antisocial behaviour, the child has regulated and then the antisocial behaviour has resumed (more than one incident of antisocial behaviour in one day);
- A child who is behaving antisocially has not regulated within 45 minutes of the beginning of an antisocial incident despite all adults following this policy and any agreed plan **and** the incident is likely to lead to injury (including injury to the child themselves) or damage to property;
- Another child or adult has been deliberately hurt and there is a cut, bruise or other mark which is likely to remain for the remainder of the day;
- A child has refused to accept a logical consequence which has been given in line with the behaviour policy **and** this refusal has resulted in further antisocial behaviour;
- The child has been racist despite previous educational consequences for racist behaviour.
- The child has used discriminatory language despite previous educational consequences for discriminatory behaviour.

The first time a child is suspended, the suspension will be for the remainder of the school day on which the suspension is issued. Following this suspension, we will decide on the duration of future suspensions, should they occur, and will communicate this to the child and parents in the form of a Risk Reduction Plan.

We will never suspend a child in response to pressure from parents or other members of the school community.

17. Permanent exclusion

The decision to permanently exclude a child from Hollybush Primary School will never be made lightly. We may permanently exclude a child if one or more of the following applies:

¹ <https://www.gov.uk/government/publications/school-exclusion>; page 12

² Throughout this policy, use of the word 'may' has been avoided to ensure consistency. However, there are some circumstances in which suspension/permanent exclusion would not be appropriate, eg. some Child Protection cases, incidents where the child has made it clear that they are behaving antisocially with the intention of being sent home or where EHCPs or Risk Reduction Plans necessitate a different approach. Unlike the rest of this policy which must be applied consistently, the DfE requires us review possible suspensions and exclusions on a case-by-case basis.

- The child has deliberately hurt a peer or an adult to the extent that they have required treatment from a medical professional and the school is not confident that this behaviour will not reoccur.
- The child's behaviour has an ongoing negative impact on the learning and/or wellbeing of peers and this is not improving despite consistent use of a risk reduction plan and consistent implementation of external professional advice.

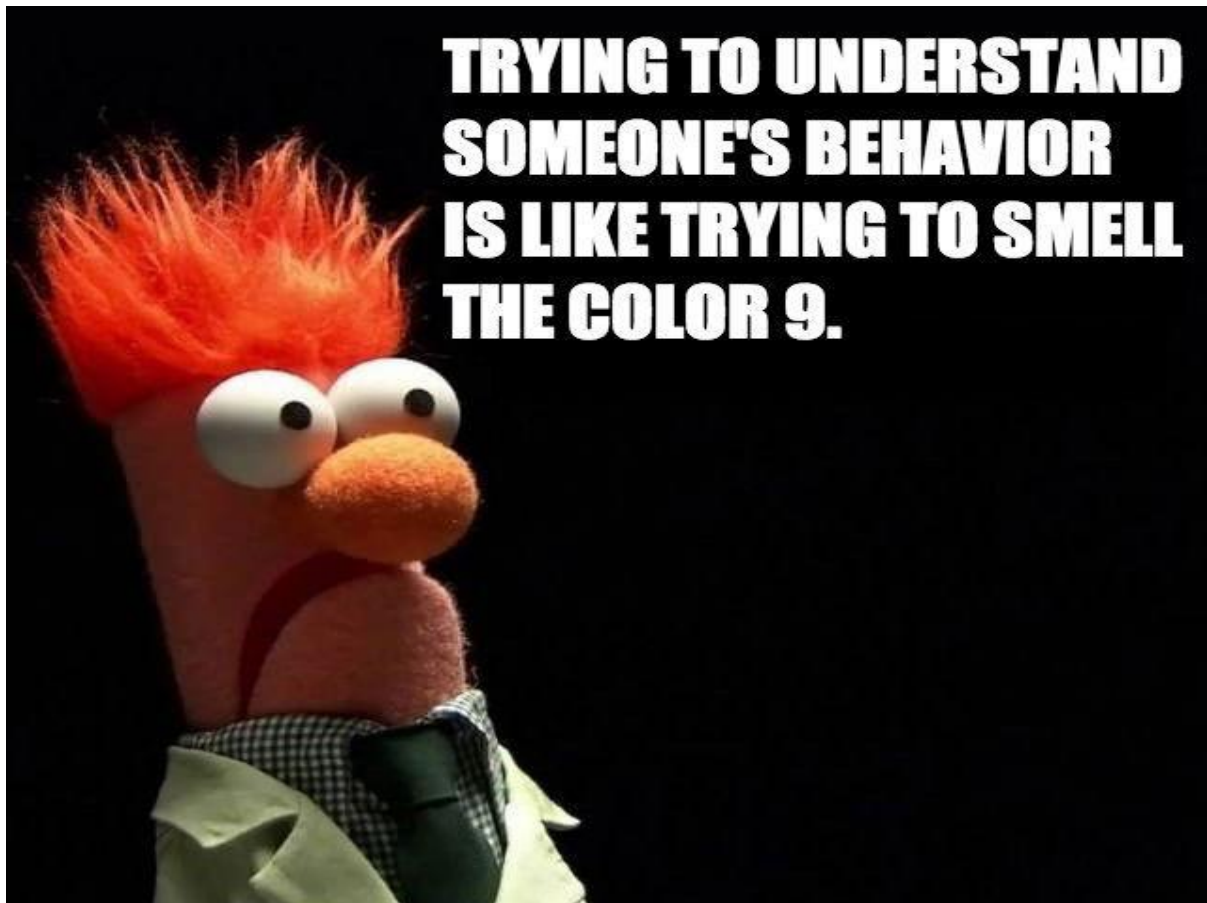
18. The impact of antisocial behaviour on the school community

We pride ourselves on being an inclusive school. We welcome children from all backgrounds, of all abilities and regardless of disability, socio-economic status, culture and religion. We genuinely value and celebrate our rich and diverse community.

In an inclusive school, as in wider society, people will sometimes behave in ways that we cannot relate to and for reasons that we do not understand. Sometimes children are upset because they see, or hear about, another child behaving in a way that they do not understand. Sometimes it is obvious why someone is behaving differently, for example if they have a visible disability; sometimes it is not obvious, for example if a child has experienced trauma or abuse or has a hidden disability such as dyslexia, Autistic Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, a speech and language or information processing disorder.

In order to prepare children to become responsible and empathic members of society, we teach them that different people have different needs and that these needs are expressed in different ways. Once children understand this, they are far less likely to be distressed by anything that they see or hear and far more likely to support their peers when they are experiencing difficulties.

This Behaviour Policy will not protect children from witnessing the behaviour of others who have different needs to their own.



We have strategies in place to support children who are upset or worried and we are always happy to talk to any parent or carer who feels that their child's concerns go beyond the normal ups and downs of childhood and of being part of a dynamic community.

19. Keeping Parents/Carers Informed

We will tell parents/carers if:

- Their child has suffered actual harm as a result of antisocial behaviour. Our definition of harm is anything that leaves a mark on their skin, requires first aid, causes damage to their property or clothing, or causes distress because it has been directed at them.
- Their child has caused harm by behaving antisocially.
- Their child is developing a pattern of antisocial behaviour.
- We are planning to work with their child on their behaviour, or in response to the behaviour of others, in any way that falls outside our Personal, Social and Health Education curriculum (which can be differentiated for individuals and groups).

We may not tell parents/carers if:

- Their child has been upset about something for a short period of time; this is part and parcel of growing up and learning about managing feelings and emotions.
- Their child has had an argument with a peer or has been involved in a minor physical altercation (for example, jostling in the lunch queue or a shove during a football

game) which has not left a visible mark, does not require first aid and has not caused distress beyond the incident itself.

- A child has behaved antisocially within sight or hearing of their child.
- We have resolved the issue, children have apologised to each other and everyone has gone back to their learning happily.

We will deal with all incidences of antisocial behaviour in line with this policy whether or not parents or carers are informed. If a child tells a parent or carer about an incident that we have not told them about, we will be happy to talk to the parent or carer about it if they feel that this is necessary.

We will NEVER, under any circumstances, tell parents or carers about any aspect of our management of a child for whom that adult does not have parental responsibility because it would be unethical and illegal for us to do so.

Appendix 1: 'Always Children' Hot Chocolate Friday

Children who follow our rules all the time will be recognised by being invited to have hot chocolate (or squash if they prefer) and biscuits/cakes with one of SLT. We will call this Hot Chocolate Friday and it will happen every Friday in the same way³:

- Children will be chosen by their teachers and SLT. Staff will enter the names of their 'Always children' into a spreadsheet by the start of the day each Friday.
- It doesn't matter if children have been selected before. Always children are chosen on merit rather than on a rota. However, staff must be very careful not to miss out any children who consistently follow the rules.
- Children who behave antisocially must not be selected. Hot chocolate Friday is a reward, not a bribe. Children who behave antisocially will have planned pro-social experiences as part of their behaviour management plans.

³ All reward systems get stale and lose their impact over time. We will continue with Hot Chocolate Friday for as long as it has the desired impact.

Appendix 2: Physical Contact with Children:

To comfort or reassure

We believe that it is appropriate for staff to have physical contact with children if it is to comfort or reassure them, for example giving them a hug or allowing them to sit on our knee when they have fallen and hurt themselves or when they have struggled to separate from a parent or carer.

If possible, we will seek parent's/carers' permission, eg. 'I can see that A is upset. Would you like me to take A from you?' If the parent/carers is not around, we will be guided by the child's wishes. If the child is in Foundation Stage or Key Stage One and is **clearly** comforted by physical contact and/or is actively seeking it, we will provide it.

If a child in Key Stage Two seeks physical contact, we may provide it if:

- a. Parents/Carers have given express permission (eg. if a child will not separate from them);
- b. The child is very distressed following physical or emotional upset;
- c. It requires minimum contact, eg. a hand shake or high five
- d. It allows the child to access a learning situation, eg. supporting them to get on or off and piece of PE or Forest School equipment.
- e. It is part of a Risk Management Plan which has been agreed by the child (if appropriate) and parents

We will not allow Key Stage Two children to sit on our knees unless it is part of an agreed Risk Management Plan.

We will not impose physical contact on a child against their wishes, whether explicitly stated or implied through body language and we will not continue physical contact for longer than is needed to comfort or reassure a child. The exception to this is where we need to use physical restraint in line with DfE guidelines as detailed below.

To guide or escort

All staff have been trained in how to guide and escort children using 'open and closed mittens' in line with the STEPS programme (See appendix 1 and 1a). This is the only form of contact that we will use to guide or escort children. Anytime that children are guided or escorted using an open or closed mitten must be recorded on CPOMs with a detailed account of the circumstances surrounding the contact.

Physical restraint

There may be instances where physical restraint is necessary to keep children and/or adults safe. Staff are familiar with DfE guidance:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

and will adhere to it at all times. Anytime it has been necessary to restrain a child, this must be recorded on CPOMs and parents/carers must be informed.

Appendix 3: Positive Phrasing, limited choice and de-escalation to prevent antisocial behaviour

We know that antisocial behaviour is a result of antisocial, or negative feelings. Put simply, children will behave badly when they are feeling bad. Therefore, our response to antisocial behaviour must always be to make the child feel better. The

first question staff must ask themselves when a child is behaving antisocially is: 'How can I make this child feel better?'

You may be able to make a child feel better by changing the way that you are speaking to them so that you don't risk raising their anxiety levels, for example:

Don't say:

'Stop being silly,' **because** the child is not being silly; they are upset, angry, confused or scared – calling them silly does not acknowledge or value how they are really feeling.

'Be good,' **because** it is too vague and, right now, they are not able to 'be good'.

'Don't throw the pen,' **because** they might not have been about to throw the pen, but you have just pointed out that throwing the pen is an option.

'Stop running,' **because** you haven't told them what to do instead.

'Don't talk to me like that,' **because** you are making it about *you* not them.

'Calm down,' **because** if they *could* calm down, they *would* calm down.

Do say:

Stand next to me

Put the pen on the table

Walk in the corridor

Switch the computer screen off

Walk with me to the library

Stay seated in your chair

because positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. They should be given assertively but without aggression. If you cannot remain calm and assertive, you **must** walk away and ask someone else to deal with the situation.

Appendix 4: Limited Choice and de-escalation

If a child is finding it difficult to follow an instruction, you can give them a limited choice. This involves offering two choices, both of which are equally acceptable to you and non-threatening to the child, for example:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

When offering a limited choice, it is very important not to veer from these choices until the child has chosen one. Do not add in more choices because the child is refusing your initial ones and never resort to threats or bribes to get them to comply. Many children will reject your choices to start with but you need to teach them, through calm and assertive repetition, that there is no other option.

De-escalation

If a child is in a state of heightened anxiety, use the following script to remove the child from the situation calmly and without further conflict:

Child's name....

I can see something has happened

I am here to help

OR

Talk and I will listen

OR

Come with me and.....

Do not veer from the script and do not say anything else until the child is calm and away from the situation. If you cannot remain calm whilst delivering the script, you **must** ask someone else to deal with the situation.

Do not try to 'win' an argument with a child who is behaving – or threatening to behave – antisocially. Your only objective at this point is to reduce the child's anxiety and thereby reduce the risk of harm.

If a child poses a danger to other children and will not comply with your requests to leave the situation, the other children must be removed until it is safe for them to return. Children must NEVER be locked in a room or have their ability to leave a room restricted; it is illegal to isolate a child against their will.