

St Peter's C of E Primary School Behaviour Principles Behaviour and Relationships Policy October 2024

**(including support for children with social,
emotional and mental health needs)**



Written statement of behaviour principles

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

Our School Rules are:

- We are quiet when someone else is talking
 - We follow instructions right away
 - We let other get on with their work
 - We respect each other
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- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
 - In our school we expect to achieve the highest quality of learning by always doing our best. We co-operate with and show consideration to others to enable everyone to learn successfully.
 - In our school we speak and listen to each other quietly, politely and pleasantly, giving others the opportunity to voice their opinions. We try to settle any disagreements by talking and we show forgiveness when we have been upset by others
 - We are tidy around the school and value our own and other people's possessions, including school resources, which belong to all of us.
 - In our school we are all responsible for creating a safe environment, for ourselves and others. We take care when we move around the school or play outside. We follow the playground rules and we look after equipment.
 - All children, staff and visitors are free from any form of discrimination. Our policies and practices respect the protected characteristics
 - Staff and volunteers set an excellent example to pupils at all times
 - Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and the principles of Trauma Perceptive Practice
 - Children are helped to take responsibility for their actions with a restorative approach to behaviour management
 - Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
 - Suspensions and exclusions will only be used as a last resort, following the statutory guidelines regarding permanent exclusions and suspensions, and in line with our current policy.
 - Our children and staff should feel safe from violent or threatening behaviour at all times

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

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School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

At St. Peter's Church of England Primary School, we aim to help children achieve in a well ordered, stimulating environment.

We believe all children are equal, and our policy is underpinned by the Church of England's belief that all are made in the image of God; by our vision - *Aspire, Care and Enjoy*

"Let your light shine before men, that they may see your good works, and glorify your Father which is in heaven." (Matthew 5:15)

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children(considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for our children, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the child knows we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE

- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive management of behaviour?

- **Star of the Day within class**
 - Headteacher certificate presented in assembly
 - Sending “Good News” postcards home to families
- **Verbal praise within class and sending good work or children with good behaviour to other teachers to show**
 - Marble jar for whole class behavioural excellence
- **Hot Chocolate Tea Party with HT for excellent progress over a term**
 - Reading Reward bag to share with families in KS1/EYFS
- **Sharing excellent work in the school newsletter and in ACE assemblies**
 - All staff praise other children when witnessing excellent behaviour

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of ‘connection before correction’.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, an age-appropriate logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).
- Consideration of individual consistent management plans agreed by SENCO, parents and teachers

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to ‘put things right’ through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

When managing pupil behaviour, we need to consider the language we use, we should use:

- Positive phrasing.
 - Positive phrases are clear, uncomplicated, unambiguous instructions. The phrase should be supported with a ‘thank you’, to show an expectation that the pupil will comply.
- Limited choice.
 - These will often follow a positive phrase, allow the child to have time to think, process and consider. Ensure that both options are things that are acceptable to the child but do not move away from the two choices that have been offered. Each choice should be of equal value.
- Language to disempower the behaviour.
 - Anti-social empowered behaviour needs to receive as little interaction as possible; this will send the message that the behaviour is pointless. Thoughts should be made to the audience, including adults. At times, it might be effective to empower other prosocial behaviours within the dynamic.
- De-escalation.
 - This should be used as a 5-point menu; any element can be used if it is appropriate.

Some examples might include:

Positive phrasing	Limited choice	Disempowerment	De-escalation
<ul style="list-style-type: none"> ○ Stand next to me. ○ Put the pen on the table. ○ Walk with me to the library 	<ul style="list-style-type: none"> ○ Where shall we talk, here or the library? ○ Put the pen on the table or in the box. ○ Are you starting your learning with words or pictures? 	<ul style="list-style-type: none"> ○ You can listen from there. ○ Come and find me when you come back. ○ We can carry on when you are ready. 	<ul style="list-style-type: none"> ○ Child’s name. ○ I can see something has happened. ○ I am here to help, ○ Talk to me and I will listen ○ Come with me and...

When we do have to deal with behaviour that is considered unacceptable and is escalating, staff need to use de-escalation strategies to minimise the risks and reduce the behaviour response. To support this, we will ensure our body language is as follows:

- Pupils are outside of an outstretched arm.
- Good distance between adults and children.
- Adults have a sideways stance.
- When in a room, leave the door open.
- Relaxed hands.
- Manage height, not looking down on the child.

Examples of incidents and possible responses

	Behaviour	De-escalation approach	Strategies to respond <i>These must be in the best interest of the child</i>
Low level response	<p>Low level disruption For example:</p> <ul style="list-style-type: none"> • Out of seat • Calling out • Interrupting other pupils • Silly noises, actions • Fiddling with resources • Talking to other pupils • Pushing in line • Running in school • Being silly in the toilets. 	<ul style="list-style-type: none"> ★ Tactical ignoring. ★ Request to see the learning. ★ Distracting and deflect away from the behaviour. ★ Reminding the pupil what they should be doing, using positive phrasing. ★ Positive phrasing <ul style="list-style-type: none"> ○ Come and sit with me for a story ○ Walking, thank you. ○ Walk in the corridor. ○ Stay seated in your chair, thank you. ★ Limited choice (equal value) <ul style="list-style-type: none"> ○ Put the pen on the table or in the box. ○ Are you sitting on your own or in a group? 	<p>No records needed.</p> <p>After several repetitions within a certain time – e.g. three incidents in a session, a warning is given (discretely and quietly).</p> <p>Discussion and conversation away from the incident to determine any underlying causes for the behaviour (this could be with the pupil or with the parents/carers).</p>

Medium level response	<p>Beginning to Challenge For example:</p> <ul style="list-style-type: none"> • Continuing behaviour from step 1 even after warnings • Continually not completing reasonable amount of learning in a set time due to behaviour • Deliberate disruption, creating a disturbance, e.g. trying to distract other pupils • Deterioration of behaviour • Lying or refusing to take responsibility for actions when they have been witnessed • Deliberately throwing small objects to cause disruption • Continually late back to class without reasonable explanation • Refusing to follow adult instructions. • Leaving the classroom without permission (once). • Repeated indirect swearing • Reacting and causing harm 	<p>Use strategies as above:</p> <ul style="list-style-type: none"> ★ Positive phrasing <ul style="list-style-type: none"> ○ Come and sit with me for a story ○ Walking, thank you. ○ Stay seated in your chair, thank you. ○ Back to class, thank you. ○ Pencil on the table, thank you. ★ Limited choice (equal value) <ul style="list-style-type: none"> ○ Where shall we talk, here or in the library? ○ Put the pen on the table or in the box, thank you. ○ Are you sitting on your own or in a group? ★ Disempowering the behaviour <ul style="list-style-type: none"> ○ You can listen from there. ○ Come and find me when you come back ○ Come back when you are ready 	<p>Record on CPOMS.</p> <p>Reflect on their behaviour with the child using the restorative approach.</p> <p>Inform class teacher and relevant staff members.</p> <p>Discussion and conversation away from the incident to determine any underlying causes for the behaviour (this could be pupils or parents/carers).</p> <p>Class teacher to notify parent/carer by telephone or in person, if required.</p>
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Behaviour	De-escalation approach	Strategies to respond <i>These must be in the best interest of the child</i>
<p>Serious and deliberate For example:</p> <ul style="list-style-type: none"> • Recurrent medium level behaviour • Deliberately throwing objects with the intention of causing harm. • Deliberately hurting someone • Damaging school/other child's property • Leaving class without permission – repeatedly. • Repeated refusal. • Verbal abuse. • Deeply upsetting name calling, including sexist, homophobic or racist remarks. • Bullying • Directed swearing • Stealing. 	<p>Use strategies as above.</p> <ul style="list-style-type: none"> ★ Seek support from the senior leadership team (SENCo, AHT, HT) ★ Use the de-escalation script (see above). ★ Encourage the pupil to move to a “safe place”. ★ Limited choice (equal value) <ul style="list-style-type: none"> ○ Where shall we talk, here or in the library? ○ Put the pen on the table or in the box, thank you. ○ Are you sitting on your own or in a group? ★ Disempowering the behaviour <ul style="list-style-type: none"> ○ You can listen from there. ○ Come and find me when you come back ○ Come back when you are ready 	<p>Reparation, reflection and restoration conversation once the child is calm after the incident. Agree and implement a meaningful consequence.</p> <p>Record on CPOMS</p> <p>Complete PD1, PD2 or PD3 for prejudice driven incident or ongoing bullying.</p> <p>Report to senior management team who will record the incident in the behaviour log.</p> <p>Inform class teacher and relevant staff members.</p> <p>Possible internal exclusion (by headteacher) or adjusted timetable</p> <p>Senior leadership team to notify parent/carer by telephone or in person.</p> <p>Possible referral to the SENCo.</p>

<p>Crisis level response (see further guidance on next page)</p>	<p>Very Serious For example:</p> <ul style="list-style-type: none"> • Behaviour is creating a health and safety risk • Running out of school and leaving the school grounds. • Fighting • Intentional physical harm to other children • Throwing/kicking large objects at someone or around the room to cause harm or damage • Serious verbal or physical abuse to any staff member • Serious damage to school property or someone else's belongings. • Serious theft, e.g. taking money or a mobile phone from an adult's bag • Persistent bullying 	<p>Use strategies as above.</p> <ul style="list-style-type: none"> ★ Seek support from the senior leadership team (SENCo, DHT, HT) ★ Use the de-escalation script (see above). ★ Encourage the pupil to move to a "safe place". ★ Watch the pupil from a distance. ★ Limited choice (equal value) <ul style="list-style-type: none"> ★ Where shall we talk, here or in the library? <ul style="list-style-type: none"> ○ Put the pen on the table or in the box, thank you. ○ Are you sitting on your own or in a group? ★ Disempowering the behaviour <ul style="list-style-type: none"> ★ You can listen from there. <ul style="list-style-type: none"> ○ Come and find me when you come back ○ Come back when you are ready 	<p>Record on CPOMS AND Complete Behaviour Incident Investigation Form.</p> <p>Complete PD1, PD2 or PD3 for prejudice driven incident or ongoing bullying.</p> <p>Report to senior management team who will record the incident in the behaviour log.</p> <p>Inform class teacher and relevant staff members.</p> <p>Reparation, reflection and restoration conversation away from the incident.</p> <p>Agree and implement a meaningful consequence</p> <p>Senior leadership team to notify parent/carer by telephone or in person.</p> <p>Referral to the SENCo.</p> <p>Formal meeting to be arranged by a member of the Senior leadership team.</p> <p>Possible internal exclusions completed by headteacher or adjusted timetable.</p> <p>Possible fixed term exclusion completed by Headteacher. See exclusion policy.</p>
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Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

- Complete behavioural report on CPOMS
 - Behaviour incident investigating form
- Further descriptive report may be required for some incidences
- Bullying –prejudice driven incident recording form (including racially motivated/homophobic)

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the children's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning and Structured Conversations. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the children be in a place to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

The following appendices contain ways to help us to understand the behaviour and some or all may be used as appropriate to the context:



Appendix 2: STAR Analysis

Appendix 3: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Appendix 4: A Tool for Understanding and Reframing Behaviour

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a children's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions and be aware how body language and speech may be perceived by children
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Headteacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a child (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively

- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly and respectfully with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.

Family

- Inform the school (class teacher in first instance) of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have respectful and open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police or external agency involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment/Consistent Management Plan process as the starting point for preventing harm for identified vulnerable child. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in appendix 4.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document. A letter to parents should follow the incident (template in the Essex guidance document)

This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items:

- Controlled Drugs
- Alcohol
- Tobacco
- Cigarette papers
- Fireworks
- Pornographic images
- Stolen items
- Weapons or items used to cause harm or an offence

found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Staff will not be responsible for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out

- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into

consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks/tables

Cloakroom area

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Further Guidance

1. [Keeping Children Safe \(DfE, 2021\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)

3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2016\)](#)
5. [Exclusion from maintained schools, academies and PRUs in England \(DfE, 2017\)](#)
6. [Searching, screening and confiscation \(DfE, 2018\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)
9. [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#)

Appendix 1

St Peter's CE Primary School Behavioural Incident Investigating Form



Child Name	DOB	Year Group
Date of incident: Day of week:		
Members of staff:		
Where is took place:		
What was the activity:		
<u>Outline of event / what happened</u>		
<p><u>Consequences</u> Protecting (what will happen to prevent any immediate further harm occurring)</p> <p>Learning/teaching (what needs to be revisited with the child or learnt)</p>		
<u>Was restraint, restrictive physical intervention, safe holding used? yes/no</u>		
<u>Letter sent:</u>		
<u>Parent / carer informed:</u>		
<u>Time and date:</u>		

Appendix 2: STAR Analysis

What happened at the time?	What staff could do differently in the future.
Setting (Time, environment, relationships, etc.)	
Trigger (stressors)	
Action (What happened?)	
Response (What the adults did?)	

Appendix 3: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		

Have interventions provided by outside agencies been delivered?		
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The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child/young person?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		

Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		

Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	Y/N n/a	What needs to be done
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		

Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 4 - A Tool for Understanding and Reframing Behaviour

<p>Describe the behaviour Review and be curious</p>	<p>Reframe the Behaviour from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful. Examples of reframing-</p>	<p>Reflections How is this behaviour understandable? What’s getting in their way/what are the barriers? How can we help?</p>	<p>Adult response What do we need to intentionally teach? Find the barriers and remove them</p>
<p>Be the stress detective - why and why now?</p> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> • Is there an adult response plan? • Is the plan helpful, shared, used and understood? • Is there a personalised stress/distress management plan? <p>Consider the environment Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p> <p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour Is the child/young person projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy? How have earlier experiences shaped the child/young person’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child/ young persons’s strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

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A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them

Appendix 5: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the child or young person in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and Children's Social Care shared?

The assessment will include:

- Identified vulnerable child/young person (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified child/young person or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.