

# **St Luke's RC Primary School**

## **Relationships and Behaviour Policy**



**“At St. Luke’s School we follow the example of Christ by being God’s disciples here on Earth. We strive to be the best that we can be, to do the best that we can do and to make God proud.”**

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V1	Awaiting approval	N. Bullough C. Barrett	New policy

At St Luke's RC, we are proud to be a Catholic primary school where Christ is at the heart of everything we do. Our relationships and behaviour policy is rooted in Gospel values and guided by the teachings of Jesus Christ, who calls us to love one another, show compassion and act justly.

We believe that every child is a unique and valued gift from God, deserving of respect, dignity and the opportunity to thrive in a nurturing, safe and respectful learning environment.

Our school mission statement sets out our aims to ensure that all members of our school community follow the example of Christ through being the best that they can be and doing the best that they can do. Our school LUKIES values are also central to life at St Luke's and are also an important part of our children's behaviour in school. We aim for our children to be loving, unique, kind, inclusive, empathetic and striving members of our school family.

Positive behaviour is essential for creating an atmosphere where children feel secure, are able to learn and can grow spiritually, socially and academically in the image and likeness of God.

This policy outlines our approach to promoting good behaviour, encouraging personal responsibility and responding to incidents in a fair and restorative manner. It reflects our commitment to fostering a school community where forgiveness, reconciliation and mutual respect are lived daily and where children are encouraged to follow the example of Jesus in their words and actions.

## **Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Create a shared understanding to maintain high standards of behaviour that reflect the values of our school.
- Provide a consistent and calm approach.
- Promote routines which allow children to know what to expect.
- Promote security and safety.
- Promote a safe, nurturing and stimulating environment where everyone is encouraged to reach their potential.
- Use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.
- Promote respect for each other; children and adults.

These aims are achieved:

- Through example and putting into practice the values of our mission statement and our LUKIES values.
- Through a moral approach to behaviour, where Jesus Christ is our model and the teachings of the gospels are the example we follow.
- Where forgiveness and reconciliation remain central to the relationships and behaviour policy.

- Through a whole school approach consistently followed by all members of staff.
- Through providing the children with a clear set of guidelines through which they learn what is acceptable behaviour in our school.
- Through members of the school community developing mutual relationships and respect.
- Through the example of the staff in the way they co-operate and help each other.
- Through a shared and common belief that we are all made in the image and likeness of God and are all God's children.

The policy should ensure:

- That problems are prevented in the first place or are minimised.
- That when they do occur, practices and systems are in place to deal with them quickly and effectively.

Positive behaviour will be encouraged by:

- Making clear to all members of the community our expectations of good behaviour.
- Staff and all children setting example of pleasant, courteous behaviour around school.
- Staff should encourage good behaviour and deal with misbehaviour consistently.
- The use of peer supporters to help model positive attitudes, behaviours and approaches to school life.
- The appropriate use of rewards and consequences which encourage all pupils to take responsibility for their own actions and approaches to school life.
- All in the school community aspiring to fulfil the Gospel values in our dealings with each other.
- Engaging pupils in a creative and stimulating curriculum where every child has the opportunity to experience the feeling of success and pride in their work.

## **Definitions**

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- Non-completion of classwork.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school values.
- Any form of bullying.
- Sexual violence.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of inappropriate items

## **Staff and Roles**

The leadership team should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the following national minimum expectation:

- all members of the school community model courteous behaviour around school;
- the school has high expectations of children's conduct and behaviour, which is commonly understood by staff and children and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently support all staff in managing children's behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve children's behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- children's behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully;

- any incidents of misbehaviours, bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

### **Staff Induction and Support**

All new staff will receive an induction to this policy from a member of the leadership team. All staff are supported via high quality, ongoing continued professional development.

We have a number of services which we work closely with to support staff and children with SEND needs, including Primary Inclusion Team, Educational Psychology and CAMHS.

### **How to Promote Positive Behaviour Throughout our School (Universal Offer)**

- Quality first teaching and adapted teaching
- High expectations of all children
- Individual class rules/charters– agreed at the start of each academic year, class specific and written as positive statements linked to our behaviour values
- Whole school behaviour charter
- Consistency of approach and maintenance of boundaries
- LUKIES and behaviour values displayed in each classroom and referred to by all staff
- LUKIES awards given weekly in celebration assembly for children demonstrating our school LUKIES values
- House points with a verbal explanation
- Staff model positive behaviour at all times
- Stickers for good work / behaviour / progress from the class teacher
- Non-verbal (smiles, thumbs up ...) and verbal praise
- Understanding of the importance of praise and that for some children praise may need to be given in a variety of ways (secret signals), but the principles of PIP (praise in public)/RIP (reprimand in private) apply to all
- Weekly celebration assembly to celebrate children demonstrating our school values
- Certificates given to children in celebration assembly for children who have been striving in their classes
- Celebrations of other achievements that children may have e.g. sporting awards
- Visits to the leadership team with good work and exhibiting school values to receive awards and praise
- Children are listened to and given the opportunity to discuss issues relating to behaviour
- Pupil Parliament – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- Caritas ambassadors, GIFT team, Mini Vinnies and Eco Leaders that represent the school as positive role models
- Year 6 prefects as role model for children and support for teachers around school
- Caritas awards – for children who put their faith into action through Catholic Social Teaching
- Class responsibilities such as class Chaplains
- Children new to school are inducted into the policy by their class teachers
- Giving children responsibility for areas around the school or helping adults

- Staff understanding of the impact that the physical environment has on behaviour: we are a dyslexia friendly school and follow the guidelines regarding labelling, resources, display, colour etc.
- Visual timetables and clear routines established in every classroom
- Whole school zones of regulation approach
- Carefully planned seating arrangements, including concentration stations
- Adjusted uniform policy

### **How we Promote Positive Behaviour for Individual Children (Individual Offer)**

- Responsibility of all staff working with children to support and provide care to pupils with additional needs where those needs might affect behaviour
- Sensory circuits and movement breaks
- Sensory room/safe spaces
- ABC charts
- Feedback to parents/carers
- Recognition when behaviour has improved
- Target/ reward chart
- 5-point scales
- Behaviour support plan
- Individual risk assessments
- Learning plans
- Home / school books
- Having clear, consistent expectations of individual children that match the needs of the child, including the implementation of the advice received from specialists e.g. Educational Psychology; PIT; Speech and Language; SENDCo
- Individual and group interventions to meet needs of learners with SEND i.e.: Zones of Regulation, Place2Be, Drawing and Talking Therapy and PIT (friendship) interventions.
- Zones of Regulation tool boxes
- Check-ins

### **Adjustments for SEND**

SEND and the individual needs of each child is taken into account when dealing with misbehaviours. We use the following strategies to support those with SEND:

- Sensory circuits and movement breaks
- Safe space/sensory room
- Organised and adapted classroom environments to minimise distractions
- Concentration stations
- English trays and folders with appropriate resources in to support within lessons
- RE folders with resources in to support in lessons
- Maths trays to support in lessons with concrete and pictorial support and additional resources to support in lessons
- Fidget toys (provided by school only)
- Wobble cushions
- Chair bands

- Weighted blankets
- Mindfulness boxes to support children in dysregulation
- SEMH toolboxes that the children have developed in Zones of Regulation intervention
- Place2Be
- Visual timetables
- Dyslexia friendly teaching with buff paper where appropriate and no black pens on white paper or screen
- Computer for support for visually impaired children
- Enlarged texts for children to access the work for their need
- Adapted provision in line with professional advice

### **Our Behaviour System – House Points**

- House points will be used in all classes from Nursery to Year 6 to foster positive behaviours and classroom culture, we will use house points for acknowledgement of positive behaviours linked to the school behaviour values or our LUKIES values.
- Each class will a small visual collection system and children will receive tokens that contribute to their team total.
- A whole school token collection system is visible to all members of the community in the school hall and each class will contribute their tokens weekly during celebration assembly to add to their house total.
- At the end of each half term, the winning house team will receive recognition through age appropriate rewards i.e. additional play time.
- All children will receive an individual house point card to track their individual total, this will be sent home to parents at the end of each half term to maintain home-school behaviour links.
- House points are given for specific learning behaviours, linked to the school behaviour values which are consistent throughout school.
- When giving a house point, staff must ensure they verbalise why they are giving this, as it is important for children to hear this. Staff will consider how this is delivered to meet the needs of individual pupils.
- We do not remove house points for negative behaviours, as this would not support our ethos of RIP and individual children are not highlighted. Adult conversations about children's behaviour are always done away from the pupils.
- We will continue to use Seesaw and ParentApp to communicate to parents and carers.

### **Examples of what house points are given for:**

#### **Early Years**

- I have shared
- I have waited for my turn
- I have used please and thank you
- I have used my magnet eyes and listening ears/talk promises
- I have tidied up
- I have looked after my classroom
- I have been kind



- I have tried my best at my learning/challenges
- I have been helpful
- My teacher is amazed by my work

### Years 1-6

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>	<b>Striving</b>
I have showed that I am ready to listen and learn	I have been helpful to others	I make safe choices when working and playing	I have taken pride in my work
I have lined up well to begin the day or lesson	I have spoken respectfully to others	I have acted as a positive role model around school	I have given 100%
I have my equipment ready for lessons	I have listened carefully to the teacher, visitors or my peers that are talking		I have shown resilience
			I have made a mistake and learnt from it
			I have tried something new

### LUKIES Values

<b>Loving</b>	<b>Unique</b>	<b>Kind</b>	<b>Inclusive</b>	<b>Empathetic</b>	<b>Striving</b>
I have used thoughtful or caring actions	I have expressed myself and shown my individual talents	I have used kind words	I have let others join in with my play	I have celebrated the achievements of others	I have presented my work beautifully
I have been supportive of others		I have been helpful to others	I have helped my peers in class	I have supported others when they are upset or alone	I have tried my best

## **Agreed Consequences**

The examples below have been organised into gradually rising levels of severity:

- Immediate verbal or alternative visual mode of communication to address misbehaviour by a member of staff, privately where possible.
- A reminder is given for not demonstrating the school behaviour values. If this is repeated after take-up time (the time a child needs to process the instruction and respond appropriately), the child will then be spoken to privately again.
- A warning will then be given for not demonstrating the school behaviour values. If this is repeated after take-up time, a reflection time will need to happen at the next play time with the class staff. In relation to reflection time specifically, the following guidelines are adhered to by all staff;
  - reflection time is age and stage appropriate;
  - no child will lose a full break, considering article 31 of the UN Convention on the Rights of the Child;
  - the misbehaviours will be discussed to talk through what has happened, gaining the views of all parties and thinking about where they could change their response next time. Where appropriate this will take place in the form of a drawing conversation;
  - what the child does during reflection time should be relevant to the action where possible, e.g., picking up paper having made a mess; finishing work not completed in class due to refusal. This should be time limited and proportionate to the misbehaviour.
- Should a child display repeated misbehaviour, staff will log this on CPOMs and verbally discuss this with a member of the leadership team. This should initially be to the Assistant Headteacher who will agree appropriate next steps and action this on CPOMs. This may include an internal suspension to another class. The length of suspension and the class that they go into is always informed by the age and developmental stage of the child. Class suspension will be used up to three times for a similar behaviour. Parents/carers will be contacted by the class teacher at each stage of the above so they are kept fully informed.
- If the misbehaviour continues after three class suspensions, this will be raised by the class teacher with the Deputy Headteacher/SENDCo. The Deputy Headteacher/SENDCo and Assistant Headteacher will agree on who is best placed to lead a meeting with parents/carers to discuss recent events. A meeting will take place to discuss the next steps and consider how we can all support the child holistically moving forward. Where appropriate, the Wellbeing Coordinator will be invited to attend this meeting. It is important for children to know that the adults in class can keep them safe when they have big feelings. The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and children and parents/carers. Agreed actions from this meeting will be documented on CPOMS, e.g. referrals, review of child's support plan, adjustments to provision. Where necessary a behaviour support plan will be put in place to support the child's repeated misbehaviours.

- Dinner time reflection can be used in Key Stage One and Two for 5, 10 or up to 20 minutes, this is logged on CPOMs and monitored by the leadership team. Parents and carers will be informed verbally of the time in reflection.
- In the event of continued repeated misbehaviours, another meeting will be arranged with parents/carers and the Headteacher. The Headteacher at this stage may consider a fixed term suspension.
- Fixed term suspensions will be reviewed and monitored on an individual basis.

### **Dinner Times**

- Dinnertime incidents are to be dealt with at dinnertimes by the member of staff who has seen the behaviour or this may be passed onto the teaching assistant familiar to the child/children on duty. Depending on the incident and the child/children involved, it may be best that the reflective conversation takes place off the playground and in the Hub by the wellbeing coordinator. This will ensure the reflection time is timely, impactful and in the best interest of the child/children.
- Reminders, warnings and consequences are to be given in line with the above (Agreed Consequences) and restorative actions given to prevent further incidents. This may involve offering children a safe space to calm safely before reflection. Dinnertime incidents must be passed on to the class staff quietly and not in front of the child/children.
- Behaviours will be recorded on CPOMs by the adult who has dealt with the behaviour, with a log of the reflection time and agreed consequences.
- Where dinnertime is identified as a trigger for repeated behaviours, a meeting will be held with dinnertime staff, class teacher, wellbeing coordinator and an appropriate member of the leadership team to look at provision on offer to the child.

### **Identifying Triggers**

We will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned sensory circuits or movement breaks for a child whose SEND means that they find it difficult to sit still for longer periods;
- adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions such as autism, medical conditions, SEMH needs and Speech and Language;
- use of ABC (activity, behaviour, consequence) to log incidents on CPOMs
- behaviour support plans which are updated and shared with relevant staff

### **The Use of a Safe Space**

The use of the welcoming looking safe space area needs to be planned carefully around the needs of the child. It should not be seen as a negative sanction but as a place of safety that allows the child to manage their own behaviour in a quiet place. The use of the safe space area for any individual child is reviewed regularly to ensure that its use does not actually

lead to further negative responses but helps them to manage their own emotions in a safe manner. This space may be within the classroom or externally in the Happy Hub (EYFS) or the Hub (KS1/KS2).

### **Approaches to De-Escalation and Behaviour Management of Persistent Difficulties**

Some children may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour; rather such behaviour should be discouraged in a calm and well-measured style. We embrace the team teach approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of misbehaviour and the need for positive handling.

When a child regularly displays behaviour that is inappropriate or challenging and requires strategies that are above and beyond those that are part of everyday classroom management and organisation, the child will need a behaviour support plan. Support plans are discussed with parents/carers and reviewed regularly. It is expected that such behaviour will fall into one or more of the following categories:

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others.
- High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

The physical interventions that may be used with an individual pupil are listed within the behaviour support plan. The restrictive physical management of pupils should only be used in extreme situations – a last resort rather than a first response.

### **Racial Behaviours**

In line with our anti-bullying policy, we support children to understand words and phrases that are not appropriate to use in any context. If a racial word or phrase is used, this must be logged on CPOMs under 'racist incidents'. This should also be discussed verbally with a member of the leadership team who can signpost to further education.

### **School Suspensions and Permanent Exclusion**

Internal suspensions may take place if repeated misbehaviours continue which will be decided by a member of the leadership team. The length of the suspension and the class that they go to is always informed by the age and developmental stage of the child. Class suspension will be used up to three times for similar behaviours. Parents must be notified by a member of staff if a child has been internally suspended.

If an internal suspension does not result in an improvement in behaviour, a pupil may be temporarily suspended from school. This may be:

- As a result of a single incident of such severity or a build up of repeated behaviours which fall into the following categories:
  - Physical assault of adults
  - Physical assault of children
  - Persistent disruption to learning

- Damage to property

The Headteacher will follow the LA's set procedures in any instance of suspension. The governors will be kept fully informed of any temporary suspensions and any move to permanently exclude will be as a result of a decision taken by the governing body.

### **Managed Moves**

For children who may be at risk of permanent exclusion, the option of a managed move to another mainstream school may be appropriate. This is carried out in conjunction with the local authority, parents and the school leadership team.

### **Prohibited Items, Confiscation and Legal Requirements of a Search**

Any prohibited items found in children's possession can be confiscated and must not be returned to them. The school does not need a child's consent to search them if staff think the child has prohibited items, including:

- weapons, e.g. knives or an object they plan to use as a weapon
- alcohol
- illegal drugs
- stolen goods
- nicotine products, e.g. cigarettes, vapes and tobacco related products
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause physical injury or emotional distress or commit an offence

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with the leadership team and parents, if appropriate. Mobile phones are included and children are expected to hand them in to the office on entry to school. They will be returned to children at the end of the school day.

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation. There should normally be 2 members of staff present during the search – the person doing the search and the search witness. Searches should be done by someone the same sex as your child. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat. If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

## Appendix 1: Behaviour Support Plans

Behaviour plans contain information about **proactive** strategies which are those strategies used within class as part of the daily routine and organisation, such as:

- Talking to a child in a calm and controlled manner, using their name first and a brief instruction.
- 'First....then....' (using symbols).
- Having favoured choice activities available in class.
- If a child appears upset, talking calmly to them, repeating what is happening now and what they will be able to do next.
- Having a member of staff assigned to the child.
- Organisation of the classroom, e.g. positioning of children in the classroom.
- Advance warning of change of activity, e.g. count down; use of timer / music.
- Staff modelling appropriate behaviour.
- Praise for appropriate behaviour.
- Use of child's strengths and interests.
- Any person who comes into contact with a child, e.g. supply staff, is informed of what can happen and what strategies are in place to de-escalate situations that may occur.

**Active** strategies are those which are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Emotion coach.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for children to stop.
- Remind children about rules and likely outcomes.
- Set clear enforcement limits.
- Catch children being good and praise.
- Calmly and quietly repeat instructions.
- 'First....then....' (using symbols) – First do required activity, and then receive favoured activity as reward.
- Remove children away from trigger and remove trigger.
- Remove an audience or take vulnerable children to a safer place.
- Use safe defensive measures; guiding the child away if they are trying to make physical contact.
- Ensure that colleagues know what is happening and get help.

A well-chosen word can sometimes avert an escalating crisis. When children are becoming angry, there is no point in getting into an argument. Telling people to calm down can actually cause more anxiety. Pointing out what the child has done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

**Reactive** interventions are the strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.
- Guide assertively – hold or restrain if absolutely necessary.
- Change member of staff as needed.
- Planned ignoring.
- In a firm tone, repeat instructions.
- Remove pupils to a safe area.
- Offer choices.
- Allow children time and space to:-
  - Process information and respond
  - Physically recover
  - Talk about the incident

When a child shows signs of recovery and they appear calm, reflection time will be held with the child and appropriate consequences will be carried out.

## Appendix 2: Example Behaviour Support Plan

Name:

Date:

Level 0 Behaviour - Calm	Level 1 Behaviour - Anxious	Level 2 Behaviours - Defensive	Level 3 Behaviours - Crisis	Signs of Recovery	Follow Up
Engaged  Good eye contact  Answers questions  Sits still on chair  Uses normal volume voice	First refusal to follow instructions  Toy fighting  Disrespectful attitude Interrupting  Not listening/ignoring Inappropriate noises  Invading personal space but not threatening	Continual low level negative behaviour  Discriminatory comments  Continual refusal to work  Damaging property  Throwing objects  Swearing directly at others  Negative verbal comments	Continually making others feel unsafe by gesture or verbally  Damaging resources by throwing/ripping  Physical aggression to others  Biting/spitting/kicking  Racial comments/abuse  Running from room	Change in facial expression  Begins to talk to staff  Suggests getting a book or continuing with his activity	When calm, discuss incident  Can he/she explain why it happened  What could he/she do next time to prevent?  Encourage to take responsibility for his/her actions and not blame others  Carry our consequence, even if apology given
Adult Responses	Adult Responses	Adult Responses	Adult Responses	Adult Responses	
Praise in private  Non-verbal cues of encouragement  Humour	Praise those around and nearby  Distraction  Use calm voice	Ignore  Turn body to be less threatening and use calm voice when speaking  Use script and timer to give time to respond	Use calm voice to remind of targets and consequence  Remove from room  Physical intervention as a last resort (2 staff present)	Respond to talk as appropriate  Do not immediately expect discussion of the incident  Offer drink, food or story	
Proactive Strategies	Active Strategies		Reactive Strategies		

Signed by: \_\_\_\_\_ (child) \_\_\_\_\_ (parent/carer) \_\_\_\_\_ (staff)



## Appendix 3: Behaviour Scripts

### With Everyday Situations

I noticed you chose to... (noticed behaviour).

This is a **reminder** that we need to be... (Ready, Respectful, Safe, Striving - choose one).

You now have the chance to make a better choice.

Thank you for listening.

I noticed you chose to... (noticed behaviour)

This is the second time I have spoken to you so this is your **warning** to... (state behaviour displayed).

If you choose to break the rules again you leave me no choice but to keep you behind for reflection time.

I know that you can make good choices. Thank you for listening.

I noticed you chose to... (noticed behaviour).

You are still choosing to make the wrong choice.

We will discuss this further during reflection time.

After 3 repeated misbehaviours and discussions with the Assistant Headteacher, the following script will be used to explain next steps:

We have noticed you have chosen to repeatedly... (noticed behaviour).

This now means that you will spend time in class... (name the class).

I will speak to you at... (name time).

### When a Child is in Crisis

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful. The words “help” and “fresh face” should act like flash cards for staff. It has to be established within the culture of the setting, that help & support framework is something we all do for each other, staff & service users.

#### Help Script – to a child

Child's Name

I can see that...

I am here to help.

Talk and I will listen.

Come with me and we can...

#### Help Script – to help a colleague

1. “Mr Smith, I am available to help” The member of staff makes a clear statement announcing they are there to help.

2. “Thank you Ms. Jones, you can help by...” This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.

**Fresh Face Script** – This script is for an adult who thinks that a colleague needs a get out from the situation.

When a colleague hears this script being used they should hand over responsibility for the situation to their colleague. “A fresh face is available Mrs X. What do you suggest? I suggest I come and talk with...and I will catch up with you later.”

**Is a Fresh Face Available?** – This script is for an adult dealing with a situation who feels that they need a get out from the situation. When a colleague hears this script being used they should take over responsibility from their colleague.

## **Appendix 4: Emotion Coaching**

- **Recognise and validate the emotion**
  - “I can see you’re feeling... that’s okay.”
  - “It looks like you’re really... right now.”
  - “It’s normal to feel... when that happens.”
  - “You seem upset... do you want to talk about it?”
- **Show empathy**
  - “I understand why you feel that way.”
  - “That sounds really tough.”
  - “I’d feel... too if that happened to me.”
  - “Your feelings matter and I’m here to help.”
- **Label the emotion**
  - “I think what you’re feeling might be... does that sound right?”
  - “Sometimes we call that feeling... have you felt that before?”
  - “You’re showing signs of being... let’s think about why.”
- **Teach Regulation or Coping**
  - “Let’s take a deep breath together.”
  - “What can we do to help you feel better right now?”
  - “Would a quiet space help, or do you want to talk more?”
- **Problem Solve Together**
  - “What do you think we could do differently next time?”
  - “How can I help you if this happens again?”
  - “What’s one thing you could try next time you feel...?”
  - “Let’s make a plan for how to handle it next time.”

## Appendix 5: Drawing Conversations






**Northern Care Alliance**  
NHS Foundation Trust

### Drawing Conversations

*A reflective tool to supporting children's understanding of social situations*

#### How to draw a conversation

<p><b>Facts: time, place, who was there</b></p>	<p>Time: Playtime Place: Playground</p> 
<p><b>What happened?</b></p> <ul style="list-style-type: none"> <li>• Be reassuring and comforting. "Let's draw this on the paper and see if we can figure out what's happened"</li> <li>• Support the child to draw the speech bubbles and write what was said.</li> </ul>	<p>Time: Playtime Place: Playground</p> 
<p><b>Abstract concepts:</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Feeling</li> <li>• Zone's of Regulation (optional)</li> </ul> <p>Information becomes more abstract, and this is where the child may need the most support. See what their views are of the situation <b>first</b>. It is important they are listened to and their feelings are validated.</p>	<p>Time: Playtime Place: Playground</p> 

**CARE APPRECIATE INSPIRE**

Be the difference.

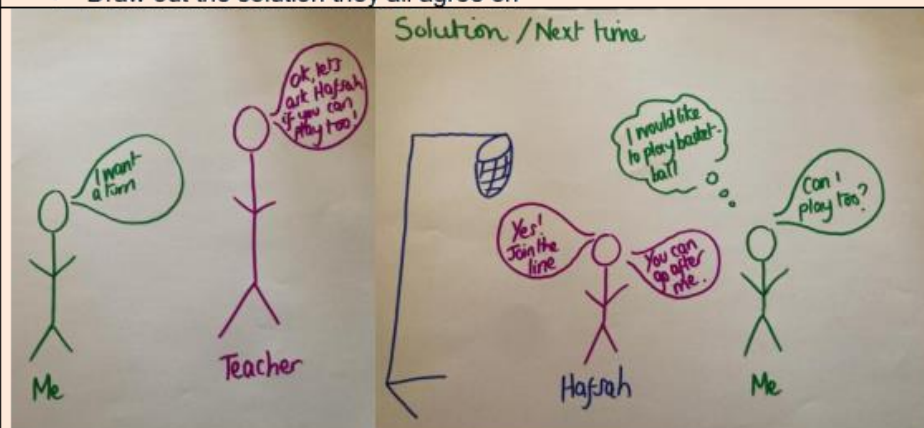
### Other perspectives:

- Support the child to see other perspectives
- Invite the other children involved to join you – children can discuss how they were feeling/what they were thinking.



### Find a solution:

- Ask the children what they think they could do next time for a more positive outcome.
- If they find this tricky, give them options to choose from (remember the children's strategies!)
- Draw out the solution they all agree on



### Be Neuro-affirming

Do	Don't
Use drawing conversations to <b>reflect</b> on an event that has arisen.	Use it as <b>punishment</b> .
<b>Explore</b> the child's feelings and behaviour with them.	Use it to show the child that they are ' <b>wrong</b> '.
Adopt a <b>double empathy</b> approach: make sure we value all view-points and find a common ground for discussion e.g., something both parties can do to stop the situation from happening again.	Expect <b>1 child</b> to 'fix' the problem.

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## **Appendix 6: Positive Handling Policy**

### **Introduction**

Staff at St. Luke's are trained to look after children in their care. Staff have a duty to intervene when necessary to prevent children from hurting themselves or others, always striving to use the least intrusive intervention as a last resort. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team Teach will use physical intervention techniques with children when necessary. Further details of the Team Teach approach can be found on the Team Teach website: [www.team-teach.co.uk](http://www.team-teach.co.uk).

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is applied to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional, and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to children, employees and visitors to the school. The first and paramount consideration is the welfare of the children in our care. The second is the welfare and protection of the adults who look after them. Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

### **Team Teach**

The Team Teach system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a 6-hour or 12-hour course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers, with regular refresher training to ensure staff are up to date with knowledge, skills and attitudes. Although any member of staff may be required to physically intervene with a child who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Steps to be taken before using physical controls (Interventions):

- Show care and concern by acknowledging unacceptable behaviour and using de-escalation strategies confidently to reduce risk, always acting in the best interests of the child by requesting alternatives, using negotiation and reasoning.
- Give clear directions for the child to stop and provide an opportunity for them to regain control before intervening physically, using caring and calming scripts.
- Remind the child about rules and likely outcomes (only when the child has self-regulated and recovered, this should take place during the follow up discussion).
- Remove an audience or take the vulnerable child to a safe place.
- Make the environment safer by moving furniture and removing objects that could be used as weapons.
- Use positive guidance/holds/caring Cs to escort the child to a less pressured environment.
- Ensure that colleagues know what is happening and call for help if needed.

## **Reasonable Force and Restraint**

The 'Use of Reasonable Force' – Guidance Advice for Headteachers, staff and Governing Bodies (DfE July 2013), stipulates that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
- Restrain a child at risk of harming themselves through physical outburst.

This guidance states that all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children, such as unpaid volunteers or parents accompanying children on a school organised visit.

Central to this policy is the understanding that any restrictive physical intervention used by staff must be in accord with the idea of "reasonable force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

At St. Luke's, we only use physical restraint when there is no realistic alternative – as a very last resort. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention that may be effective. The paramount consideration is that the action is taken in the best interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable, proportionate and necessary. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming themselves or another person or be in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once the situation is safe, restraint should be relaxed gradually to maintain dignity, prevent pain, and reduce distress, allowing the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity. In addition, during or before intervention, staff should speak calmly as a way of reassurance, e.g., "I am doing this to keep you safe."



### **Responding to Unforeseen Emergencies**

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. Following such an event, staff have a duty to plan ahead and prepare a new risk assessment.

All serious incidents or incidents involving restraint will be logged on CPOMS by all staff involved in the restraint, as well as any witnesses. The leadership team should be verbally informed immediately and alerted to this on CPOMS. Parents/carers must be informed if any restrictive physical intervention takes place.

### **Help Protocols**

The expectation at school is that staff should support one another. This means that staff offer help and accept it, as needed. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group.

### **Complaints**

Any complaints will follow the school's complaints procedure.

### **Note**

Physical restraint and the use of force are governed by the Education and Inspections Act 2006, which allows staff to use reasonable force in certain circumstances, but it also emphasises the importance of safeguarding and acting in the best interests of the child. If a complaint is made regarding the force used or the injury caused, schools are required to follow safeguarding procedures and investigate any concerns raised, in line with the school's Child Protection Policy.