



# Elstree School

Including all of the Pre-Prep Department and Early Years  
Foundation Stage

## Promoting Positive Behaviour Policy

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## I. PROMOTING POSITIVE BEHAVIOUR

Importance is attached to courtesy, integrity, good manners, good discipline and respect for the needs of others. Parents agree by accepting a place at Elstree that the pupil will take a full part in the activities of the School, will attend each school day, will be punctual, will work hard, will be well-behaved and will comply with the School Rules about uniform.

Positive behaviour is promoted at Elstree in several ways. There is a strong pastoral ethos at the School which encourages positive moral, social and spiritual attitudes. This ethos is printed and displayed in all form rooms. Assembly and PHSE lessons both focus on values (especially, kindness, generosity, tolerance, respect, citizenship and social responsibility). Teachers are expected to act as positive role models, as are prefects, companions and older children.

*The school will adopt a **zero tolerance approach** to any physical, discriminatory, prejudice-based behavioural issues, that all staff will challenge any abusive behaviour between peers that comes to their notice and will report on to the DSL immediately any issues of this nature. Please see **Safeguarding and Prevent Policy** for dealing with peer-on-peer abuse.*

The School guidelines on Standards of Courtesy and Good Conduct are set out below in Appendix I, in the School Calendar and other documents, such as the Pastoral Care Handbook, are published from time to time. Parents and pupils have an opportunity on request to see the School Standards for Behaviour before they accept the offer of a place. When parents accept the place for their child, they confirm that they accept the authority of the Headmaster and of other members of staff on the Headmaster's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School community as a whole. This policy, and the School Standards current at the time, applies to all pupils when they are on the School premises, or in the care of the School, or wearing School uniform, or otherwise representing or associated with the School, including a school trip or activity at any place or time.

Discipline is not an end in itself, but rather a means to ensure that all pupils are able to benefit fully from the opportunities the School provides. This policy therefore needs to be read in conjunction with other policies, for example, on **Equal Opportunities**, **Accessibility**, **Anti-Bullying**, and with the School's **Safeguarding and Prevent Policy**. Elstree Staff can rely on full support from senior colleagues in applying the School's discipline policy.

This policy has regard to the non-statutory advice 'Behaviour and Discipline in Schools' (January 2016). The school also fulfils its duties under the Equality Act of 2010, including issues relating to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. In addition the school will take disciplinary action against pupils who are found to have made malicious accusations against staff.

## **2. THE MAINTAINING OF BEHAVIOUR**

It is School Policy that firm but fair discipline be maintained throughout the School. Most pupils will pass through the School without getting into serious trouble but most, if not all, will have received words of advice and correction at some stage.

### **Responsibility**

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Discipline and punishment in the School is ultimately the responsibility of the Headmaster and he is to be informed of all serious misdemeanours. The day to day maintenance of discipline within the School is the responsibility of ALL staff but especially the Duty Staff. The Deputy Headmaster, the Senior Master - Pupils and the Housemaster all play a key role in maintaining good order and responsible attitudes throughout the School. The Deputy Headmaster provides a step of discipline before the Headmaster.

### **'Owning Up'**

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Expectations of good behaviour are high in all areas of School life. Children are expected to own up to misdemeanours without fear or disgrace. Every effort is to be made by the staff (and senior pupils if appropriate) to discover culprits. Trouble taken in this way has an effect on children as it shows that staff and other members of the School care. This in itself should act as a deterrent for most pupils.

### **The Role of Senior Pupils**

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Senior pupils have a very important role in helping to ensure that proper order is maintained. All those in their last year at the School are appointed to some position of responsibility. Prefects have no authority to exercise sanctions but can report instances of behaviour to the Deputy Head, Housemaster or a member of staff. A major role that they fulfil is that of providing an "example" to more junior pupils.

### **School Council**

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One function of the School Council is to discuss matters relating to discipline and improving standards of behaviour and good manners. All forms from year 3 to 8 are represented at the School Council which ensures a whole school approach to such matters.

## **3. REWARDS**

Discipline and good order are seen as being an essential foundation for a successful school with lively, hardworking and happy pupils. In this context, praise and rewards should be at least as important as sanctions. The most significant kind of School incentive is the lively and continued interest taken by teachers in a pupil's work and activities, and the most effective reward is their enthusiastic praise for whatever the pupil does well.

In keeping with our Healthy Eating Policy the giving out of sweets regularly is not part of the reward system except in exceptional circumstances i.e. end of season team supper, play feast at the end of term and to the winning House after the weekly total up of house points and after the House Head has been awarded. KitKats are awarded, however, on Mondays to the winning House and also Pupils with Commendations and Distinctions (they do not receive them, however, if they have earned a Conduct Mark). Three sweets are given out at the end of lunch to those Pupils who have behaved well.

## Stars

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Stars are available to pupils in all years but should be maintained as a positive reinforcement up to the end of Year 8. Stars may be given for a strong performance in academic work, in music, dramatic performance, sport in particular but in general for any activity in which a pupil is involved where he/she shows commitment, enthusiasm and ability.

Up to three stars may be awarded for a piece of work. An excellent piece of work may receive a **distinction**, worth 5 stars, which should be shown to the Headmaster for further review and praise. Acts of unsolicited kindness or a praiseworthy act, often going above and beyond the basic courtesies may result in a **commendation** – worth 5 stars – in any area of School life. These stars are entered into the pupil record via iSAMS and contribute to weekly totals to be read out in Assembly on Mondays and contribute further to the 'House Head' competition at the end of each term.

## Prizes

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Each term and for every form, prizes are also awarded (years 3-8): Tutors prize, Form Prize, Best Effort, Most Improved and General Knowledge. It may be possible for more than one person to win one of these prizes in any given term, as a means of encouragement and recognition. In addition, prizes may be awarded for other things: general knowledge, declamations, poetry writing, holiday diaries, FD Lucas History projects or Librarians' Prizes to name a few, as well as for involvement, effort and excellence for individual subject, musical or sporting achievements. These are presented at 'prize giving' at the end of each term. These prizes may be in the form of a book or a similar item to reflect the nature of the participation and success.

Major School prizes may also be awarded after consultation with staff. Examples of such awards are indicated below:

- Governors' Award for excellence in the Elstree Award
- Huntsman Cup for a major contribution to Elstree sport
- Judith Hardy Cup for citizenship

## 4. SUPPORT

### Use of Daily Reports

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There is a variety of reports that may be issued by a Form Tutor to give a lesson-by-lesson overview of behaviour, concentration or work, including homework. Children may carry around a form on which teachers make brief and appropriate comments relating to the issue in question. The Form Tutor usually checks the form each morning and signs it and the parents of the child should sign it each evening, or the Housemaster, if the child is a boarder. This is designed to encourage good work habits by providing greater focus and immediate feedback: it is intended to facilitate change. A member of staff who believes it would be useful for a pupil to be put on report should contact the appropriate Form Tutor. It is important to appreciate that this is a mechanism of support rather than a sanction and the Form Tutor will usually contact parents to let them know this. The report sheet should be placed on the child's School file at the end of the process.

## 5. SANCTIONS

### Levels of seriousness

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The School's policy is under-pinned by the following fundamental principles. All sanctions are reasonable and proportionate to the circumstances of each case, taking into account the pupil's age, any SEN or disability and any religious requirements affecting the pupil.

### Minor infringements

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For minor problems a teacher will often deal with matters him- or herself, perhaps with a rebuke, or by setting extra work. If possible, the punishment or sanction should fit the crime. Some examples are:

1. For a bicycling offence, no cycling.
2. A pupil talking with his mouth full could be told to keep silent for, say, 5 minutes.
3. For being untidy, manual tasks such as tidying an area of the school or picking up litter could be appropriate.
4. Written Impositions, when given, should be in moderation; 30 minutes is probably sufficient. Lines of the 'I must not ...' variety and 'one liners' are to be avoided. Impositions should be constructive and, preferably, of academic benefit. The Deputy Head keeps a collection of suitable ideas for constructive impositions and these are kept in the Staff Work Room.

For minor infringements, it may be appropriate to give a child a **demerit** (worth minus two stars) which are automatically removed from the boy's and his house's total. As with stars these are entered and calculated through iSAMS. For more serious offences a boy may be given a **conduct mark**, worth minus five stars. A Conduct Mark Sheet (see [Appendix 2](#)) is filled in by the pupil and handed to the Senior Master - Pupils within 24 hours. The purpose

of this sheet is to give the pupil time to reflect on his conduct and then discuss with the Senior Master - Pupils how his behaviour should be modified. A **double conduct mark** should be given for more serious offences such as rudeness to a member of staff or calculated unkindness to another pupil. Such cases will also be recorded on the school's database (iSAMS) and will result in:

- a. An automatic detention
- b. A follow up by the Headmaster or his Deputy.
- c. All double conduct marks must also be reported to the pupil's Form Tutor who may well feel that the pupil's parents need to be informed.

Teachers may also choose to contact parents directly, in which case they should inform the Form Tutor that they are doing this. However, it is important that appropriate use is made of the official School detentions, with reference to Form Tutors and Senior Master - Pupils. This is so that if there are difficulties in several areas, it will become quickly apparent. Form Tutors will also look out for persistent lateness in the morning, and will pass these problems on to the Senior Master - Pupils, in the same way that they do if they have pastoral concerns about a boy. More senior staff will normally only be involved with more serious problems (See Pre-Prep Staff Handbook).

## **Detentions**

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Teachers setting detentions should enter the detention in the relevant section of iSAMS. Details of these detentions will be saved on the pupil record. **Only paid Music and Learning Support lessons may take priority.** In this case, the pupil will be placed in the following day's detention.

**Work detentions** are for work issues and take place in Second Break with the teacher concerned. These should last for 35 minutes. Pupils should always take some work to do in these detentions, even if none has been set. These are set for failure to complete preps or for frequent and persistent academic misdemeanors.

**Conduct detentions** are for major misbehaviour (lying, unpleasant language or behaviour) and also take place during Second Break with the Senior Master - Pupils. These may be set by teachers to last for 35 minutes.

**Headmaster's detentions**, which take place on a Wednesday and Saturday last for one hour and take place between 4.00 and 5.00pm and are accompanied by notifying parents, are for serious offences, or an accumulation of other detentions, or a number of minor offences which together constitute an unacceptable pattern of behaviour. Teachers should consult with the relevant Form Tutor, Senior Master and with the Deputy Head if they feel an incident may warrant a Headmaster's Detention. These should be used sparingly and for more serious infringements. The Deputy Head should **always** be consulted before a child is placed in Headmaster's Detention.

## **Sending children out of the classroom**

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Generally, sending a child out of the classroom is a sanction to be avoided if possible, but some teachers find it helpful in certain situations, particularly if one individual is disrupting the learning of the remainder of the class.

For very minor offences, such as a child with a fit of the giggles, it may well be sufficient just to let a child stand outside for a few seconds until he/she settles down.

Sending a child out of a classroom should only be used after a warning has been issued and if the behaviour is excessively disruptive to the lesson. The child should be sent to the Director of Studies, Senior Master - Pupils or the Deputy Head, and a message should be sent ahead. Children who are sent out will automatically receive a detention, and the member of staff should set work accordingly.

In very serious situations, the pupil can be escorted to the Deputy Head or another member of the Senior Management Team. In this case, the door should be left open and a teacher in a nearby classroom should be alerted so that the class is not left completely unsupervised.

## **Physical Intervention**

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Section 93 of the Education and Inspections Act 2006 enables School staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) committing an offence;
- b) causing personal injury or damage to the property of any person (including the pupil himself); or
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force is generally accepted as meaning the *minimum* force required in a given situation.

As is set out in §7(d) of the Elstree School Terms and Conditions, parents give their consent to such physical contact as may accord with good practice and be appropriate and proper for teaching and instruction and or to maintain safety and good order, to avert danger to person or damage to property. Please see appendix 3 and 4 for the physical restraint policy and guidance.

## **Corporal punishment**

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Under Section 131 of the Schools Standards and Framework Act 1998, corporal punishment is not used or threatened at Elstree School (EYFS).

## **Searching Pupils and their possessions**

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The Headmaster and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
  - Portable electronic devices (Mobile phones/ iPod/ MP3 players / iPads/tablets)
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence
  - to cause personal injury to, or damage to the property of, any person (including the pupil)
  - to the detriment of school discipline.

**2)** School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Searches are carried out by two members of staff with the pupil present.

**3)** It is accepted that teaching staff, matrons and other boarding staff may discover 'contraband' (sweets and tuck) whilst going about their normal duties. Any items will be handed in to the heads of boarding/ senior master for safekeeping before being followed up (sent home when deemed appropriate). Any 'prohibited items' discovered will be left in situ until a senior member of staff and the pupil are present to confirm the discovery. In both situations parents will be informed by Boarding Houseparents or senior staff.

## **6. ABSENCE FROM LESSONS**

If a child is missing from class and you are not sure if he/she is genuinely absent, then firstly the School Office should be informed. If there is a persistent problem, refer the matter to the Deputy Head. The usual sanction for the unauthorized missing of a lesson is a Headmaster's Detention.

## **7. MORE SERIOUS PROBLEMS**

As soon as we become aware of the possibility of any serious problem (for example, alleged bullying, theft, racist behaviour or alcohol/illegal substance-related activity) we take the matter extremely seriously and investigate it thoroughly. In such cases, procedural fairness is essential, to protect the interests of the pupils accused and of the School itself as well as those of the person making the complaint and/or the victim of the alleged behaviour. The

principles underpinning our investigations are set out below. We follow procedural rules which have been drawn up on the basis of expert legal advice.

## **Investigative Action**

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A complaint or rumour of misconduct will be investigated. The pupil may be questioned and his locker and belongings may be searched in appropriate circumstances. All reasonable care will be taken to protect the pupil's rights and freedoms and to ensure that his parents are informed as soon as reasonably practicable after it becomes clear that the pupil may face serious disciplinary action.

Some important terminology may be helpful: "**Suspension**" means that a pupil has been sent or released home for a limited period either as a disciplinary sanction or pending the outcome of an investigation or a hearing or a Governors' Review. "**Withdrawal**" means that the parents have withdrawn the pupil from the School. "**Expulsion**" and "**Removal**" mean that the pupil has been required to leave ("**asked to leave**") the School permanently. "**Released home**" means that the Headmaster has consented to the pupil being away from the School for a specified period of time.

"**Exclusion**" means that the pupil may not return to School until arrears of Fees have been paid. "Exclusion" may also be used as a general expression covering any or all of the other expressions defined in this clause.

## **Procedural Fairness**

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Investigation of a complaint which could lead to expulsion, removal or withdrawal of the Pupil will be carried out in a fair and unbiased manner. All reasonable efforts will be made to notify the parents or education guardian so that they can attend a meeting with the Headmaster before a decision is taken in such a case. In the absence of a parent or an education guardian, the pupil will be assisted by an adult (usually a teacher) of his choice.

## **Divulging Information**

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Except as required by law, the School and its staff will not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Headmaster or staff have acquired during an investigation.

## **Confidentiality**

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Staff will deal with all disciplinary matters with discretion. In particular, if a boy has been suspended or is asked to leave, staff will not disclose this to any other pupil or other person, except on a need to know basis (for example in helping a pupil move to another school).

## **Illegal Substances**

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It is important for young people to be aware of the dangers of illegal, controlled and harmful substances. This involves knowledge about the effects of these substances on health, behaviour and relationships, and also the consequences in terms of the law and the school. Young people also need to be equipped with the self-esteem and the personal skills to resist involvement in activities that they may otherwise feel pressured into. The PSHE programme and occasional lectures for the whole School and included within the Leavers' programme of activities may address these issues each year. There are also lectures during which parents can address these issues with others who have sons/daughters of a similar age. In suspected cases involving illegal drugs, a pupil may be required to provide a urine sample, hair sample, or other test, under medical supervision, or a sample of breath to test for alcohol consumed in breach of school discipline. A sample or test in these circumstances will not form part of the pupil's permanent medical record. The School's stance on illegal, controlled or dangerous drugs or similar substance is clear reads as follows:

### **SMOKING, DRINKING, ILLEGAL AND CONTROLLED SUBSTANCES**

It is important for young people to be aware of the dangers of smoking, of alcohol, and of controlled, illegal or harmful drugs or other substances. The School promotes awareness of these dangers in its Personal Health and Social Education Programme. Smoking materials, alcohol and controlled, illegal or harmful substances are banned from the School premises, during School activities, during School time and during travel to and from the School or a School activity. The School has a set of procedures, drawn up to ensure natural justice, consistency and fairness, to be used when handling disciplinary matters. In the case of incidents involving illegal or controlled substances various factors may be considered, including the seriousness of the offence, the influence on others, the dangers to the community, or the reputation of the School. Mitigating factors may be taken into account. Any boy in possession of illegal, controlled or harmful substances on the School premises, during School time, travelling to or from School or on a School controlled activity can expect to lose his place at the School. This includes the use or possession or arranged purchase or sale of legal substances that replicate the effects of illegal drugs. Also, any pupil guilty of involvement with such substances out of School at any time, can expect to lose his/her place at the School, should it reasonably be considered that there was a threat to the welfare of others, danger to the community or to the reputation of the School.

Particular procedures apply to the investigation of allegations of misconduct connected with illegal, controlled or dangerous substances. The School has also drawn up a list of criteria to be used by the Headmaster in deciding what action to take. The procedures and the criteria are both available to parents and prospective parents on request.

### **Enforced Leave**

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Enforced Leave may be used as an additional disciplinary measure which exceeds the Headmaster's Detention threshold but is not serious enough for a child to be suspended. This decision will be taken in consultation with the parents, Deputy Head and Headmaster.

### **Suspension**

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Suspension may be used in rare circumstances which warrant it. In extreme cases of bullying (verbal, physical, cyber etc.) or aggressive behaviour, theft of possessions or work, deceit or intentional absence from the School grounds, a pupil can expect to receive the punishment of suspension. This decision will be taken in consultation with the parents, Deputy Head and Headmaster and the Governing Body will be informed at the termly meeting of the Governing Body.

## **Expulsion**

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A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Headmaster shall act with procedural fairness in all such cases. The Headmaster's decision shall be subject to a Governors' Review if requested by a parent. The pupil shall remain away from the School pending the outcome of the Review (see "Governors Review" below). The **Complaints Policy** and procedures should be adopted at this stage.

### **Fees after Expulsion**

If the pupil is expelled, there will be no refund of the Acceptance Deposit or of Fees for the current or past terms, but the unspent balance of any lump sum prepayment will be refunded without interest. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the School will be payable.

### **Removal in other Circumstances**

Parents may be required, during or at the end of a term, to remove the pupil, temporarily or permanently from the School, if, after consultation with a pupil and/or parent, the Headmaster is of the opinion that by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School, or if a parent has treated the School or members of its staff unreasonably. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The Headmaster shall act with procedural fairness in all such cases, and shall have regard to the interests of the Pupil and Parents as well as those of the School (see "Governors' Review" below).

### **Fees Following Removal**

If the pupil is removed in the circumstances described above, the rules relating to Fees and Deposit shall be the same as for expulsion save that the Deposit will be refunded in full without interest.

### **Leaving Status**

The expression "leaving status" refers to whether the pupil has been expelled, removed or withdrawn, and to the record which will be entered in to the pupil's file as to the reason for leaving, and the pupil's status as a leaver, and the transfer of the pupil's work to another educational establishment and to the nature of the reference which will be given in respect of the pupil, and to the invitation to become a member of the Elstree School Association, and also to the financial aspects of the pupil's leaving. These and any other relevant matters

of leaving status will be discussed by the Headmaster, or his delegate, with the parents and, where appropriate with the pupil, at the time of, or in advance of, the Headmaster's decision.

### **Governors' Review**

Parents may ask for a Governors' Review of a decision to expel or require the removal of a pupil from the School (but not a decision to suspend a pupil). In this instance the Complaints Policy should be followed.

## **Appendix I – School Rules and Standards of Courtesy**

Rules and regulations are designed to ensure a pupil's safety at Elstree and also to ensure the smooth running of the School. In this way each pupil can feel safe, secure and at ease in the School, and can maximise his opportunities both in and out of the classroom.

We would like all children to behave in a way that is helpful and considerate to others in the school community and we expect the highest standards of courtesy and manners. It almost goes without saying that each child is expected:

- To speak the truth on all occasions;
- To own up, when asked to do so;
- To avoid using abusive language;
- To obey the instructions of Staff and Prefects without argument;
- To do his work and play his games to the best of his ability;
- Not to bully, hurt or cause distress to other children;
- Not to take any property belonging to someone else;
- To treat with care all property belonging to the School, or to others;
- To report any matter likely to lead to danger.

Each pupil is supplied with the complete Rules, Regulations and Standards of Behaviour each term. This is contained in their Pupil Diary.

## APPENDIX 2

### THE a2j CODE

**A**ggressive behaviour will not be tolerated at School.

**B**e kind and caring in all your dealings with other people.

**C**orridors are for walking down. Do not run inside buildings.

**D**o nothing that endangers others or yourself. Be careful.

**E**quipment that belongs to the School must not be tampered with.

**F**orm Rooms and Common Rooms contain private possessions.  
Leave other people's things alone.

**G**o out and play but stay within bounds at all times.

**H**elp protect the School environment. Treat it with respect  
and report any damage immediately.

**I**tems such as knives, matches etc., which are dangerous, must  
not be brought into School.

### And finally

**J**ust read the guide carefully and know its contents well.

Remember

ANY BREACH OF COMMON SENSE IS A BREACH OF THE  
GUIDELINES CONTAINED IN THE BOOKLET

Honesty is the best policy. If you do something wrong, own up immediately.

**APPENDIX 3**

**Conduct Mark Sheet**

This sheet is to be completed and **returned in person** to **TDW** within **24 hours** of receiving the Conduct Mark. Answer all the questions on the sheet as fully and neatly as possible.

Name..... House..... Form.....

Date Conduct Mark given.....

Member of staff that gave you the Conduct Mark.....

What did you do to be given the Conduct Mark?

.....  
.....

Why did Teacher feel they had no choice but to give you the conduct mark?

.....  
.....  
.....

How can you now put this right?

.....  
.....  
.....

**On the back please write a letter of apology to the member of staff who gave you the conduct Mark.**

**NOW take the time to apologise to your House Master/Mistress and do not forget to hand this sheet to TDW within 24 hours.**

Dear \_\_\_\_\_,

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.....  
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**Yours Sincerely,**

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## Appendix 4

### Physical restraint policy and guidance

The purpose of this policy is to safeguard the well-being of pupils and all staff (teaching and non-teaching staff) when an incident requires the use of physical intervention. Its intention is to develop and encourage consistent and safe practices in the use of physical restraint. Staff should not hesitate to act in an emergency provided they follow this guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

### Definition

Physical Restraint is the positive application of force in order to protect/prevent a child from - causing injury to him/herself or others or seriously damaging property.

Injury means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, injury would have followed.

### Minimising the need to use force

The following interventions may be used to facilitate a situation

- Create a calm environment that minimises the risk of incidents that might require using force arising
- Follow Assertive Discipline guidelines
- Use Social and Emotional Aspects of Learning (SEAL) approaches to teach students how to manage conflict and strong feelings.
- De-escalate incidents if they do arise – use non-threatening verbal and body language and ensure the student can see a way out of the situation.
- Only use force when risks involved in doing so are outweighed by the risks involved in not using force.
- Whenever practicable warn a student that force may have to be used **before** using it.

### Guidance: During an Incident

In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; other students should **never** be involved in restraint.

The pupil should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the student throughout

the incident. It should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is needed and a teacher must never give the impression that s/he has lost his/her temper, or is acting out of anger or frustration - or to punish the student.

**The method of restraint employed must use the minimum force for the minimum time and must observe the following requirements:**

Restraint must NOT:

- involve hitting the pupil
- involve deliberately inflicting pain on the pupil
- restrict the student’s breathing
- involve contact with sexually sensitive areas

During any incident the person restraining should:

- offer verbal reassurance to the pupil
- cause the minimum level of restriction of movement
- reduce the danger of any accidental injury

Physical intervention can take several forms. It may involve staff:

- physically interposing between pupils
- blocking a pupil’s path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back

Or

- (in extreme circumstances) using more restrictive holds
- Reasonable force may be used at the discretion of a senior teacher to search pupils suspected of carrying a weapon.

**Some Dos and Don’ts**

<b>DO</b>	<b>DON’T</b>
<ul style="list-style-type: none"> <li>• be aware of any feelings of anger</li> <li>• summon help</li> <li>• continue to talk to the pupil in a calm way</li> <li>• provide a soft surface if possible</li> <li>• be aware of any accessories worn by you or the pupil</li> <li>• hold the pupil’s arms by his/her sides</li> </ul>	<ul style="list-style-type: none"> <li>• try to manage on your own</li> <li>• stop talking even if the pupil does not reply</li> <li>• straddle the pupil</li> <li>• push arms up the back</li> <li>• touch the pupil near the throat or head</li> <li>• put pressure on joints</li> </ul>

## **Staff Training**

Pupils need to know staff want to help them and not hurt them so all physical techniques are devised to protect pupils from being hurt or frightened.

## **Recording Incidents**

It is important that a written report is kept on any occasion when force is used; the member of staff concerned should advise the deputy head or a senior member of staff immediately following the incident and provide a written report as soon as possible afterwards - see attached form.

The report should include:

- the name(s) of the pupil(s) involved;
- when and where the incident took place;
- the name(s) of any other staff or pupils who witnessed the incident;
- the reason that force was necessary;
- how the incident began and progressed;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil/another student/member of staff, and any damage to property.

Parents should be contacted the same day after the incident or as soon as reasonably practicable before confirming details in writing (EYFS).

## **Support**

Staff and pupils should be given necessary support after the incident, which may involve meeting immediate physical needs and rebuilding relationships.

Staff may also find it helpful to seek advice from their professional association or a senior colleague when writing a report.

## Appendix 5: Incident Report

Details of pupil/pupils on whom force was used by a member of staff	Name: Form:
Date: Time:	Location of Incident:
Staff involved (directly or as witness):	Other pupils involved (directly or as witness):
Description of incident by the member of staff involved, including attempts to de-escalate and warnings given that force might be used:	
Injury suffered by staff or pupil and any first aid required:	
Follow up action taken:	
Parents contacted:	
Report compiled by: Name and role: Signature:	Date: Time:

Incidents of this nature should be reported in the first instance to a member of the Senior Management Team.