



London Borough of Richmond-upon-Thames

Carlisle & Hampton Hill Federation

POSITIVE BEHAVIOUR POLICY

This policy was reviewed:	October 2024
Responsibility:	Heads of School Achievement and Families Committee
Statutory Policy?:	Yes

POSITIVE BEHAVIOUR POLICY

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. Paul Dix, Pivotal Education

“Good behaviour in schools is central to a good education” (Behaviour in Schools DFE Sept 22)

This policy defines our commitment to ensuring behaviour that is fully supportive to a consistent and caring environment with positive learning outcomes for all.

Aims of the policy

- ★To create a culture of exceptionally good behaviour: for learning, for community for life.
- ★To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- ★To refuse to give learners attention and importance for poor conduct.
- ★To help learners take control over their behaviour and be responsible for the consequences of it.
- ★To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- ★To promote community cohesion through improved relationships.
- ★To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- ★Recognise behavioural norms
- ★Positively reinforces behavioural norms
- ★Promote self-esteem and self-discipline
- ★Teach appropriate behaviour through positive interventions

School Rules

In the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) we have five, simple rules which we expect most children to be able to recall and apply in various different situations -

‘We are kind and helpful’, ‘We listen’, ‘We are honest’, ‘We work hard’ and ‘We look after property’.

In Key Stage 2 (KS2) the rules are as follows:

Respect in Our Classroom

- Stay seated unless you have permission. Rocking on chairs is not safe. (Try not to fiddle.) Only call out when requested to do so. No shouting. Be silent/quiet when asked.
- Listen to adults and other children.
- Follow instructions.
- Take pride in your work. No doodling on book covers.
- Speak politely and kindly. Speaking politely means in a respectful tone of voice and using respectful body language.
- Look after property. Keep things neat and tidy.

Respect in the Playground

- Play sensibly and safely.
- Be aware of others near you.



- Offer to help and play with others.
- Be polite and kind.
- Speaking politely in a respectful tone of voice and use respectful body language.
- Take care of plants and equipment.
- Stay outside unless you have permission. (Monitors allowed inside must wear a lanyard.)
Follow instructions on the whistle.

Respect in the Lunch Hall

- Be polite and helpful to everyone.
- Walk around the hall.
- Behave sensibly.
- Choose a seat and then remain in that place.
- Talk quietly to people on your table.
- Leave your table clean and tidy and put all litter in the bin.

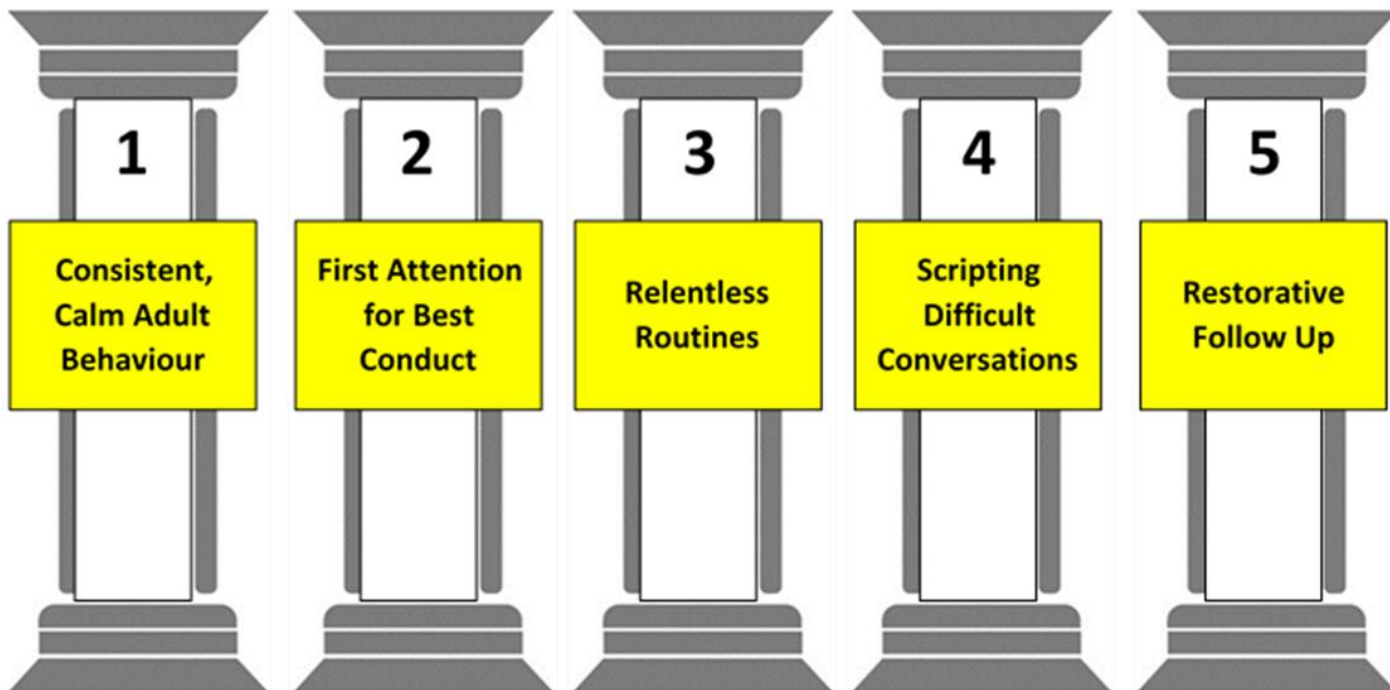
Respect in Assembly

- Walk in silently in single file and sit down straight away. Try to sit still. Only speak when requested to do so and stop when the adult claps.
- Listen respectfully.
- At the end of the assembly, wait silently and walk out silently and sensibly, in single file, with your class

“Respecting ourselves, each other and our environment.”

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice:**



Expectations of Adults

Consistent adult behaviour will lead to children consistently conforming to our expectations.

We expect every adult to:

- ★ Meet and greet children as they enter the school/classrooms.
- ★ Refer to the schools' rules.
- ★ Model positive behaviours and build relationships.
- ★ Plan lessons that engage, challenge and meet the needs of all learners.
- ★ Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- ★ Follow up every time, retain ownership and engage in reflective dialogue with children.
- ★ Never ignore or walk past children who are behaving badly.

Year Group Leaders

Year Group Leaders will:

- ★ Meet and greet children at the beginning of the day.
- ★ Be a visible presence around school to encourage appropriate conduct.
- ★ Support staff (where needed) in returning children to learning by joining restorative conversations and supporting staff in these conversations.
- ★ Regularly celebrate staff and children whose efforts go above and beyond expectations.
- ★ Encourage use of agreed rewards.
- ★ Ensure staff training needs are identified and coaching is offered accordingly

The Federation Headteacher/Heads of Schools

The Federation Headteacher/Heads of Schools will:

- ★ Take time to welcome learners at the start of the day.
- ★ Be a visible presence around the site and especially at transition times.
- ★ **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- ★ Regularly share good practice.
- ★ Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- ★ Regularly review provision for learners who fall beyond the range of written policies.

Children want adults to:

- ★ Give them a 'fresh start' every lesson
- ★ Help them learn and feel confident
- ★ Be just and fair
- ★ Have a sense of humour

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards.

Our staff understand that in the Carlisle and Hampton Hill Federation, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'.

This may take the form of a positive note home, a phone call or a face to face chat.

Children who demonstrate the schools' rules will be acknowledged with various rewards.

In EYFS and KS1 children are consistently rewarded with 'smile tokens' which are collaboratively collected by children in their class teams, enabling a sense of togetherness and celebrating each other's achievements.

In KS2 rewards can vary from praise, acknowledgement on the class recognition board, stickers, choosing to sit next to a friend for a period of time or postcard home.

Other rewards and recognition of achievement across the federation may include stickers, Headteachers Awards and public certificates in assemblies.

Managing Behaviour

Engagement with learning is always our primary aim in the Carlisle and Hampton Hill Federation.

We establish a set of Relentless Routines that we expect children to consistently follow across the schools in order to maintain high expectations of expected behaviours – these include: ***Calm, Quiet Corridors, Use manners wherever possible, Respond to - 1,2,3, Eyes on Me***

For the vast majority of the children a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

We praise the behaviour we want to see.

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

Practical steps in managing and modifying poor behaviour

Children are typically held responsible for their behaviour.

Staff will deal with behaviour without delegating.

Staff will use the steps

(Step 1: Reminder, Step 2: Caution, Step 3: Last Chance, Step 4: Time out, Step 5: Repair – outlined in detailed below) in behaviour for dealing with poor conduct.

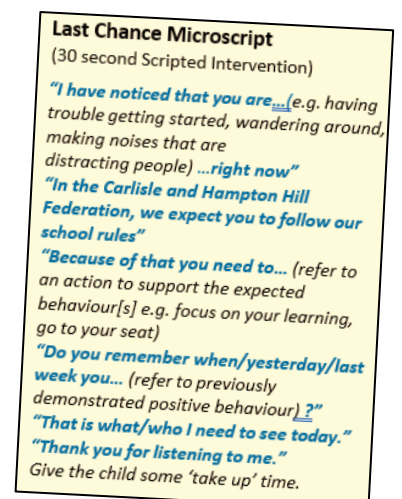
It is the aim that learners should be kept at Steps 1 and 2 for as long as possible.

Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes **micro-scripts** for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact;

delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.



Steps for dealing with poor behaviour

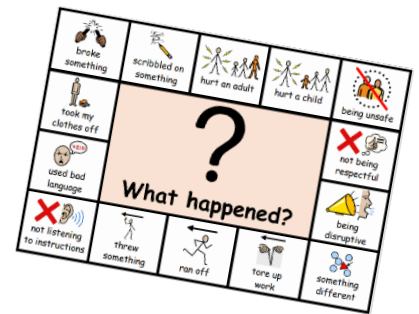
Reminder, Caution, Last Chance, Time out/Reset, Repair.

<p>Step 1: Reminder - of the rules, and the three step routine, delivered privately.</p>
<p>Step 2: Caution - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues eg having time out. Use phrase “think carefully about your next step”</p>
<p>Step 3: Last chance (includes a 2 minute “inconvenience” after class)- Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice to do and use the microscript (see Behaviour Blueprint). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed, reduced or substituted.</p>
<p>Step 4: Time Out/Reset – If the child hasn’t engaged after the third reminder he/she needs a time out/reset this is a few minutes for the child to think about him/her behaviour and calm down. Followed by: Step 5: Repair - this might be a quick chat at breaktime in the playground or more formal meeting. (See Restorative Conversations)</p>

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

In EYFS and KS1, staff will use a Reflection Book to guide children through restorative questions (with visuals/answers to prompt their responses).



In Key Stage 2, Children are required to reflect upon the following 6 questions:

- **What happened?**
- **What were you thinking at the time?**
- **What are you thinking now?**
- **Who has been affected?**
- **What should we do to put things right?**
- **What could be done differently in the future?**

This process is informed by the language of Zones of Regulation and in line with our Attachment Aware Schools Award.

The Zones of Regulation

<p>Blue Zone sad tired sick moving tired slowly</p>	<p>Green Zone happy calm feeling ok focused ready to learn</p>	<p>Yellow Zone frustrated worried silly/wiggly excited loss of some control</p>	<p>Red Zone mad/angry terrified yelling/hitting elated out of control</p>

EYFS and KS1 - Persistent Poor Behaviour (Category 2)

In The Carlisle and Hampton Hill Federation, we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teacher's will work in conjunction with parents/carers, SLTs, SENDCos and the Pastoral Mentor to devise an individual support plan.

Repeated poor behaviour (More than one Time Out and Restorative Conversation in a day) results in parents being notified either by a phone call or direct conversation.

These incidents should be recorded on CPOMS.

Serious Behaviour Incidents (Category 3)

These behaviours include;

- **Fighting/physical assault (Intentionally causing harm)**
- **Intentional hurtful/offensive comments or behaviour (racist/homophobic, ableist/sexist)**
- **Swearing**
- **Bullying (including all forms of peer-on-peer abuse)**
- **Threatening or intimidating behaviour**
- **Theft**

Behaviours have been categorised according to severity and consequence as below:		
Category 1	Category 2	Category 3
<ul style="list-style-type: none"> • Verbal Rule-Reminder given • 2nd Verbal Rule-Reminder given • 1 Indoor Supervision (5 mins) 	<ul style="list-style-type: none"> • A possible rule-reminder or an immediate Indoor Supervision (5 mins) 	<ul style="list-style-type: none"> • Automatic Indoor Supervision (5/10 mins) • Missing some/all Golden Time • Other consequences may also apply depending on intent/severity (internal exclusion, suspension)
Persistent incidents referred to Year Group Leader	All incidents referred to Year Group Leader	All incidents referred to the Federation Headteacher/Head of School* These will be logged using CPOMS *FHT/HoS may choose to adapt the approach to the consequence according to the child's need and the regularity of this incident. <i>Separate guidance available</i>
<ul style="list-style-type: none"> • Not doing as asked first time, every time • Not sitting up/slouching • Not listening • Lack of pride and care • Poor effort • Not completing enough work • Lack of participation in lessons • Giving up • Disrupting the learning of others • Not being polite • Not being sensible • Not respecting others • Calling out • Not taking responsibility for own actions • Running around school rather than walking • Bringing inappropriate items into school 	<ul style="list-style-type: none"> • Deliberate damage to property • Aggression • Refusal/defiance • Repeated incidents from Category 1 (3 or more times) 	<ul style="list-style-type: none"> • Fighting/physical assault (Intentionally causing harm) • Intentional hurtful/offensive comments or behaviour (racist/homophobic, ableist/sexist) • Swearing • Bullying (including all forms of peer-on-peer abuse) • Threatening or intimidating behaviour • Theft

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional consequence specific to the child and behaviour which will be determined by the category of behaviour and the consequence outlined. A clear version of this can be found in Appendix 3.

Smile Charts

Smile Charts are a behaviour management tool used at Carlisle Infant School to encourage and reinforce positive behaviour in pupils, particularly when there have been repeated unwanted behaviours over a sustained period. Teachers work collaboratively with pupils to set specific, achievable behaviour targets tailored to each child's needs. These targets focus on areas where improvement is desired.

Teachers engage in discussions with parents to ensure they are informed and involved in the process. Together, they agree on appropriate rewards for the child's progress towards their targets.

The Smile Chart serves as a visual representation of the pupil's behaviour over time. Comments and feedback from both school and home are recorded on the chart, fostering a partnership in the child's behavioural development.

As the pupil meets their targets, they receive rewards that have been pre-agreed with their parents, reinforcing positive behaviour and motivating them to continue improving.

By using Smile Charts, schools create a supportive environment that encourages pupils to take responsibility for their behaviour while fostering communication between home and school. This approach not only addresses unwanted behaviours but also promotes a culture of positivity and accountability.

☺ Carlisle Infant School Smile Chart ☺					
Child's Name:				Class:	Date:
Target:					
	Session 1	Break	Session 2	Lunch	Session 3/4
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
END OF THE WEEK ANALYSIS					
Total number of smiles		Percentage of smiles	_____ smiles/____total		%

Key Stage 2 - Reset

Instant Reset for the following unacceptable behaviours:

- **Open defiance / consistently ignoring instructions**
- **Swearing/inappropriate language. Any discriminating language or behaviour (racism, sexism, sexual, homophobic language etc)**
- **Verbally or physically threatening, aggressive or violent behaviour Bullying (refer to anti-bullying policy)**
- **Deliberate damage to school property / Stealing**
- **Any situation where a member of staff feels threatened or belittled by a pupil.**

If a child gets a Reset, they are required to miss part of their lunchtime break (15 mins) and a Reflection Sheet is completed with a member of SLT to help them reflect upon and learn from their mistake.

These serious incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Federation Headteacher/Head of School or a member of SLT) All serious behaviour incidents should be recorded on CPOMS

Report Card

If a child receives 3 Resets during a half term (6-7 weeks) they will be required to move onto a Report Card for 5 school days. Their class teacher will take them to visit the Headteacher for a meeting and parents will

be informed by the SENCo, in her capacity as part of the Leadership Team. It will be explained to them how the Report Card works and about the possibility of internal suspension as the next stage if necessary.

In most cases this is successful in improving the child's behaviour and the SENCo will email/phone home at the end of 5 days. When a child comes off the report card they may move to a consolidation card to help them stay on track, if this is requested by the parent and/or teacher.

NB. Very few children need to go on a Report Card.

Internal suspension

If the child's scores on the Report Card do not meet the success criteria, then an internal suspension becomes necessary. Parents are informed. An internal suspension involves the child being removed from their class into another class and alternative supervised breaks are scheduled away from peers, for one school day.

Assuming this is successful, then a reintegration meeting will be held the following morning and the child has a fresh start back in their usual class.

The Power to search without consent

Staff will operate this (if required) with reference to DFE Prohibited items list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items on the list (such as weapons and knives and child pornography) will be handed over to the police.

Power to use reasonable force

Members of staff have the power to use reasonable force to *'prevent pupils from hurting themselves or others, from damaging property, or from causing disorder'*.

Use of reasonable force. Advice for headteachers, staff and governing bodies, DfE July 2013

Physical interventions are used positively, minimally and as a last resort to keep pupils and staff safe. Individual staff are trained in positive handling techniques. Physical interventions will normally form part of a child's individual behaviour support plan. Any instance of physical intervention will be documented and communicated with parents.

The school will follow London Borough of Richmond upon Thames' (LBRuT) guidance as to disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Safe Space (Calm Corner) Intervention

Pupils demonstrating dysregulated behaviour may be guided to the calm corner away from other pupils for a limited period in order to calm and to keep themselves or others safe.

This space may also be used upon pupil request in order to enable time and space to re-regulate. (See Appendix 1 for further Calm Corner/Safe Space Guidance)

Temporary and Permanent exclusions

A decision to exclude a pupil should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the Federation Headteacher or Head of School (Heads) to take. Whilst an exclusion may still be an appropriate sanction, heads should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Heads should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems. Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, Heads should consider whether exclusion is providing an effective sanction.

(from Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion (DFE))

A number of options are available in response to a serious breach of behaviour policy;

- a) **restorative justice**
- b) **mediation**
- c) **internal exclusion**
- d) **managed move** (to another school)
- e) The length of a fixed-term exclusion will depend on the severity of the behaviour. If repeated exclusions prove necessary, a permanent exclusion may need to be considered. Any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.
- f) When a child returns from a fixed-term exclusion, a reintegration meeting is usually set up. This will involve the parents, the child, and the Federation Headteacher/Head of School.
- g) As per the DfE directive, where an exclusion does not take a pupil's total number of excluded days above five per term, the governing body must consider any parental representations but does not have the power to overturn the Heads' decision.

Any incidents will be documented and reported to Governors by the Headteacher in the termly report; and will be reported to the local authority.

NOTIFICATION OF EXCLUSION FORMS

We will follow Local Authority templates and guidelines. (Ref: Adrian Bannister, Lead Exclusion & Reintegration Officer, LBRuT).

(Reference: Behaviour and discipline in schools, Advice for headteachers and school staff (DFE))

[Link to Safeguarding and Child Protection Policy – Child on Child Abuse](#)

Reference to the procedures for dealing with child-on-child abuse from our Safeguarding and Child Protection Policy can be found from page 13 of this school policy document



Appendix 1

Carlisle and Hampton Hill Federation

Guide for our Calm Corner

We are lucky to have a 'safe space' at both schools in the Carlisle and Hampton Hill Federation that we refer to as our Calm Corner. This is a place of safety with soft padding on walls. A safe space can provide a low stimulation area, which pupils can use to settle in, or have quiet time away from a busy classroom. Pupils can use the safe space as a means of managing their own behaviour, by requesting time in it when they recognise their stress levels are rising.

This room is a multi-purpose room and used for a variety of reasons;

- If a child is dysregulated and needs a sensory free space.
- To provide a quiet space for children who are feeling overwhelmed with the busy school environment.
- To provide a space for sensory play and support.



There are times when children need to access to a quiet and calm space. The Calm Corner is a sensory controlled calming area. The purpose of this space is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills. Sensory toys are located outside the Calm Corner for children to access to support their self-regulation skills (if appropriate). In the majority of cases the pupils will ask to access the Calm Corner if they are feeling dysregulated often using the 'Zones of Regulation' to support their understanding of their emotions.

The Zones of Regulation

Blue Zone sad tired sick tired moving slowly	Green Zone happy calm feeling ok focused ready to learn	Yellow Zone frustrated worried silly/wiggly excited loss of some control	Red Zone mad/angry terrified yelling/hitting elated out of control



Positive Handling and Physical Restraint

In optimum circumstances the pupil will choose to access the Calm Corner, sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Calm room using positive handling strategies. Positive handling is the positive application of force with the intention of protecting the child from harming him/herself or others or damaging property. The Calm Corner (in this instance) should only be used after in-class strategies have failed to calm the pupil. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the categories below. The Calm Corner could be used in the event of the following circumstances:

- Self-harming
- Injury to other children or staff
- Damage to property

In these instances the Calm Corner can be used as a means of

- Helping the pupil to manage their own emotional state
- Reducing the danger to self/other pupils/staff
- Reducing the need for prolonged physical intervention.

Restraint may be necessary to safeguard the individual and or other from serious injury or harm. A decision to use physical intervention should only be made after all alternative strategies have failed to calm the pupil and never used to punish. All staff have been trained in de-escalation strategies (techniques can be used to help prevent further behaviour issues arising) and ensure techniques used to restrain or restrict liberty of movement are reasonable and proportionate to the circumstances, risk and seriousness of harm; and are applied with the minimum force necessary and no longer than necessary. After any incident involving restraint staff fill out a 'significant incident record' and share it with a member of the senior leadership team on the same day. Parents and carers will be informed of this and the senior leadership team will review the records regularly.

Procedure for the Calm Corner

1. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunities to calm, using the strategies outlined in the school's behaviour policy.
2. If the pupils' behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff. Staff should suggest 'This is a good time to use the Calm Corner.'
3. Other staff should be alerted for support where appropriate.
4. If the pupil continues not to comply, staff may consider it necessary to escort the child to the Calm Corner using an approved physical intervention in line with the DFE guidelines.
5. Once in the Calm Corner and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Calm Corner.
6. When the Calm Corner has been used (for the above purpose) the incident must be recorded appropriately in line with school policy and must be shown to a member of the senior leadership team on the same day.
7. While a child is in the Calm Corner, senior staff should ensure that appropriate staffing is available to support the child.



Garrick Garden Restraint and Restrictive Intervention guidance and use of the 'Safe Space'

Updated July 2024

Introduction

As a Specialist Resource Provision for children with Social, Emotional and Mental Health needs, staff in Garrick Garden all understand the core principle that behaviour is a means of communication and has a cause and purpose. As outlined in the Government's report "Reducing the Need for Restraint and Restrictive Intervention" – June 2019, we acknowledge that, "Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes."

Our approach

- We follow a careful transition plan that allows us to share information with previous settings, external agencies and parents/carers
- We have systems in place to continually assess the needs of pupils and identify the underlying causes of their behaviour
- We use this information to develop Behaviour Support Plans, which enable all staff to work consistently with children to create a supportive environment and deploy techniques and strategies that will de-escalate or calm situations and reduce the need for physical restraint. The 'Zones of Regulation' intervention is embedded throughout our practice, and we encourage the children to use visuals and language based on this intervention as an SEMH tool.
- We work with the children to support and encourage them to use alternative ways to express their frustration and teach strategies to help them to work towards independent self-regulation.

Positive Handling and Physical Restraint

At times however, restraint may be necessary to safeguard the individual and/or others from serious injury or harm. A decision to use physical intervention should only be made after all alternative strategies have failed to calm the pupil and never used to punish or with the intention of inflicting pain, suffering or humiliation.

As outlined in DFE's guidance on the 'Use of Reasonable Force in Schools,' all members of school staff have a legal power to use reasonable force when it is necessary. When evaluating a restraint or a restriction of liberty, the legislation requires us to consider:

- Was this action legal and necessary – for example, was this action taken to prevent a child injuring themselves or someone else or causing serious harm to property or to maintain good order and discipline?

- Could this action be considered as 'reasonable' in this particular circumstance? Was it the minimum force necessary? Was it proportionate?

Staff in Garrick Garden have been trained in Physical Intervention, provided by the Education Inclusion Service which prioritises de-escalation strategies and a graduated approach to ensure techniques used to restrain or restrict liberty of movement are reasonable and proportionate to the circumstances, risk and seriousness of harm; and are applied with the minimum force necessary, for no longer than necessary.

After any incident involving restraint, staff fill out a 'Positive Intervention Checklist' document which is saved as a google form. The data from this document is then analysed on a half termly basis by the SRP Lead who looks to identify any patterns or particular triggers.

The Senior Leadership team review these records regularly to ensure actions and consequences are appropriate. Any incident is always followed up by restorative work with the pupil to allow them to process what has happened and discuss alternative scenarios. Parents/carers are also informed and if necessary and Behaviour Support Plans are updated.

Guidance for use of 'The Safe Space'

As part of our Provision, we have a specially designed 'Safe Space'. This is a place of safety with soft padding on walls to provide further protection for pupils who are very agitated or dysregulated. Whilst this is primarily a resource for pupils who are placed in the SRP, it is also available to children within Hampton Hill Junior School if needed. Below is guidance on how staff use this resource appropriately.

There are times when children need access to a quiet and calm space. The 'Safe Space' is a sensory-controlled calming area. The purpose of this space is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills.

In the majority of cases the use of the Safe Space should form part of a pupil's Behaviour Support Plan. Children and young people should be consulted in accordance with their age and level of understanding.

In optimum circumstances the pupil will choose to access the Safe Space, sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Safe Space using agreed positive handling strategies. In these instances, the Safe Space can be used as a means of

- (a) helping the pupil to manage their own emotional state;
- (b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- (c) reducing the need for prolonged use of physical intervention.

Helping pupils to understand how to use the Safe Space

1. Introduce the Safe Space in a positive, proactive way that helps the child to understand the benefits that can come from its usage.
2. Explain to the child that the room can be used when she/he becomes aware that she/he is starting to get upset, get worried or get angry. Use language that is simple and positively stated.
3. The Safe Space should not be used on a 'scheduled' basis. It is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.

4. The best outcome of using a Safe Space is when a child learns how to 'self-regulate' independently and is able to calm her/himself down.
5. The Safe Space needs to be used with a calm and positive approach in order to help reduce anxiety. This means using a planned and sensitive manner to help the child move towards the room and during and after they have spent time there.
6. When introducing the Safe Space initially, the child should be asked to spend five to ten minutes in there. They can lie down on something comfortable if they want to (e.g. a bean bag, cushions, etc.) or they can stand and move around if they want to. This introduction session should be used in a proactive manner, when the child is calm and receptive, in order to help her/him feel good about being there.
7. Following several sessions when the child has been able to spend time in the room while in a pleasant and quiet frame of mind, the next step is to explain to the child that the Safe Space will also be available when they need a place to calm down, help them stop worrying or help them to feel less angry.
8. It is important to explain that sometimes a member of staff will suggest that 'this is a good time to use the Safe Space' or the child themselves may feel that 'this is a good time to use the Safe Space'.
9. Staff should then be alert to warning signs that the child may need a break and remind the child that this may be a good time to use the Safe Space.

Procedure for the use of the Safe Space

1. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies outlined in the school's behaviour policy or in the pupil's Behaviour Support Plan, this may include suggesting the Safe Space.
2. If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff. Staff should suggest 'this is a good time to use the Safe Space'.
3. Other staff should be alerted for support as appropriate.
4. If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the legally defensible criteria apply, staff may consider it necessary to escort the child to the Safe Space using an approved physical intervention in line with school policy and DFE guidelines.
5. Once in the Safe Space, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Safe Space.
6. While a child is in the Safe Space, senior staff should ensure that appropriate staffing is available to support the child.

At no time should pupils be unsupervised in a Safe Space or the door locked. It may be appropriate to allow the child to calm on their own but staff must be able to see the child via a window and mirror.

If a pupil tries to leave the Safe Space before they are calm, staff should use low and slow responses to direct the pupil to stay. In extreme cases when the pupil is very angry and unable to process requests, staff may need to implement a dynamic risk assessment (please also refer to DFE guidance on 'Use of reasonable force in schools' as above).

This response must be recorded after the event in line with school policy. If this becomes a regular requirement it must be included in the pupil's Positive Behaviour Plan.

The rights of the child should be respected at all times.

I confirm that I have read and understood the "Garrick Garden Restraint and Restrictive Intervention and use of the Safe Space guidance".

Signed by parent/carer _____

Name of parent/carer _____

Date: _____

Appendix 3 – EYFS and KS1 Consequence Categories.

Behaviours have been categorised according to severity and consequence as below:		
Category 1	Category 2	Category 3
<ul style="list-style-type: none"> ● Verbal Rule-Reminder given ● 2nd Verbal Rule-Reminder given ● 1 Indoor Supervision (5 mins) 	<ul style="list-style-type: none"> ● A possible rule-reminder or an immediate Indoor Supervision (5 mins) 	<ul style="list-style-type: none"> ● Automatic Indoor Supervision (5/10 mins) ● Missing some/all Golden Time ● Other consequences may also apply depending on intent/severity (internal exclusion, suspension).
<p>Persistent incidents referred to Year Group Leader</p>	<p>All incidents referred to Year Group Leader</p>	<p>All incidents referred to the Federation Headteacher/Head of School*</p> <p>These will be logged using CPOMS -</p> <p><i>*FHT/HoS may choose to adapt the approach to the consequence according to the child's need and the regularity of this incident.</i></p> <p><i>Separate guidance available.</i></p>
<ul style="list-style-type: none"> ● Not doing as asked first time, every time ● Not sitting up/slouching ● Not listening ● Lack of pride and care ● Poor effort ● Not completing enough work ● Lack of participation in lessons ● Giving up ● Disrupting the learning of others ● Not being polite ● Not being sensible ● Not respecting others ● Calling out ● Not taking responsibility for own actions ● Running around school rather than walking ● Bringing inappropriate items into school 	<ul style="list-style-type: none"> ● Deliberate damage to property ● Aggression ● Refusal/defiance ● Repeated incidents from Category 1 (3 or more times) 	<ul style="list-style-type: none"> ● Fighting/physical assault (Intentionally causing harm) ● Intentional hurtful/offensive comments or behaviour (racist/homophobic, ableist/sexist) ● Swearing ● Bullying (including all forms of peer-on-peer abuse) ● Threatening or intimidating behaviour ● Theft