

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" (John 13:34). Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



Policy for Positive Behaviour Management.

Miss H A Cragg.

Date	Action	Review Date
November 2022	Adopted by Governing Body	December 2023
December 2023	Adopted by FGB	Dec 24

Legislative Context

Sections 89 - 90,94 of the Education and Inspections Act 2006
Equality Act 2010
Schools (Specification and disposal of Articles) Regulations 2012
Coronavirus Act 2020

Guidance

Behaviour and Discipline in schools. Advice for Head teachers and school staff.
January 2016 and associated guides.

May 14th 2020 Coronavirus (Covid 19) Guidance and Support DFE -[Preparing for the wider opening of schools from 1 June.](#)

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Please note additional information is provided in **(Appendix 4 Covid-19)** to reflect the particular context of the Coronavirus (Covid19) Act 2020

(Appendix 4 Covid-19) refers to the specific DFE guidance to ensure the safety and well-being of all pupils, parents, carers and members of staff.

Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount.

SMA Positive Behaviour Policy.

Good behaviour is central to all that we do in SMA. High Standards are expected and promoted through positive reinforcement. As a Church of England School, our Christian vision is central to all we do. Our vision is: Jesus said, "Love one another as I have loved you." Therefore, by faith and work, we will be the change we want to see.

Our vision underpins all that we do in our school community. Through our vision we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and reach their full potential. At all times, we ensure that our school community values kindness, tolerance and compassion.

At SMA, our policy is to work in partnership with parents, carers and other agencies to ensure that our school's Christian values of Truth, Fairness, Justice and Joy become central to the lives of our learners. Maintaining an atmosphere of honesty and courtesy and ensuring that all are treated fairly.

The SMA Policy Aims To:

- Establish a positive, supportive learning environment and an ethos of good behaviour throughout the school
- Encourage all pupils develop a positive attitude to their own learning and that they respect the right of others to learn
- Ensure that children are aware of expected boundaries which help them feel happy, safe and secure thus enabling them to be ready to learn
- Maintain an atmosphere of honesty and courtesy ensuring that all are treated fairly
- Help the children understand that being a good citizen is based on positive relationships and respectful behaviour.

Key Principles

Our key principle is to promote positive behaviour in all of our pupils. Children need to feel secure, happy and valued; helping them to develop self-esteem, confidence and a positive self-image. Adults should aim to develop secure relationships with them which promote positive behaviour through the consistent applications of:

- Rules
- Routines
- Rewards

- Sanctions - if required.

To achieve our Key Principles, SMA adopts the Assertive Discipline approach to managing pupil behaviour. Through this approach, all members of the school community will aim to encourage our pupils to develop high standards of behaviour by:

- Setting clear routines, boundaries and expectations
- Applying a consistent approach to sanctions
- Engaging in dialogue with all parties – establishing a fair approach
- A respect for all others - staff aim to influence behaviour rather than control.

Through the Assertive Discipline approach, members of staff are expected to present themselves as positive role models and to set high standards for our pupils giving clear, consistent guidance on what is expected of them. Staff must remember that respect is a two way process.

Adults in the school have the right to establish boundaries and set an agenda so that:

- A focus on learning is possible
- Pupils can feel safe both physically and psychologically
- Everyone is treated in a dignified and respectful way
- In establishing clear boundaries, children will feel secure, happy and valued thus boosting their self-esteem.

St Margaret's, Anfield, CE Primary School endeavours to comply with the legal requirements placed on schools and the Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that 'encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils' (Education and Inspections Act 2006, section 89). The schools will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

This policy has been written in accordance with 'Behaviour and discipline in schools Advice for Head teachers and school staff' January 2016.

In line with the DfE guidelines, 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 pupil behaving in a way that disrupts a school event or a school trip or visit

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Please see **Appendix 5** (June 2020) **Summary of Advice on Physical Handling during Covid-19.**

The Teaching Standards (DfE 2013)

The Teaching Standards requires all teachers to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others.’

Rules

Rewards, rules and consequences should be applied consistently by all members of our school community (**See Appendix 1 – Hierarchy of sanctions**).

During Jigsaw lessons, at the start of each academic year, ‘Class Charters’ are developed and agreed by pupils with their new class teacher. The children are encouraged to develop their rules using positive language.

Class Charters are clear and concise. They are clearly displayed in a prominent place in each classroom.

‘Being SMA’ expectations are positively phrased, expressed simply and relate clearly to our daily routines.

When rules are enforced by staff, clear, positive language is given to children to guide their behaviour.

On failure to comply with a rule, pupils are reminded that rules are in place and that failure to adhere to them will result in a consequence.

'Being SMA' – Behaviour Expectations - are displayed in communal areas of SMA so that pupils are reminded of how they can contribute to our calm and positive learning environment.

'Being SMA' was developed with the children and is reviewed annually. At the start of each academic year, 'Being SMA' expectations are shared with pupils during departmental assemblies.

(See Appendix 2 –Being SMA)

Classroom Rewards

Our model of behaviour management starts from a positive reinforcement model through:

- Non-verbal praise.
- Name first verbal praise –acknowledgement of making the correct behaviour choice.
- Dojo Points – Points are awarded to individuals/ groups that have behaved/attended well. Dojos are collected weekly, and a running total is kept for each pupil.
- Prizes are awarded for 100 dojos, 150 dojos, 200 dojos and 250 dojos.
- Headteacher and Class Teacher certificates are awarded weekly and are handed out during our Friday Celebration Assembly.
- Class teachers can also develop their own reward system, which promotes positive behaviour and good work, for example, this could be using raffle tickets and a prize box
- Visits to Phase leaders, subject leaders and SLT to show good work/improved behaviour.

School Wide Sanctions

Please refer to Hierarchy of Sanctions (**Appendix 1**)

In the event of a fight

- The child is brought immediately to a member of the SLT or a member of SLT sent for (use internal phone/ two-way radio system if necessary)
- Incident logs are completed, saved on CPOMs and are shared with relevant staff
- Extreme violent conduct will result in a minimum of a One Day Fixed Term Exclusion
- See additional advice – Appendix 5.

Daily Behaviour Management

Low level disruption will not be tolerated in any lesson and must be addressed by the teacher immediately (The SMA Hierarchy of Sanctions displays the expected teacher response).

Members of staff must explain clearly to the pupil if they have made the wrong choice with their behaviour.

A visual behaviour aid is displayed in all classes: Red/Amber/Green circles.

The system works as follows:

Green - indicates the names all pupils behaving in line with expectation

Amber - is a visual warning to pupils, regarding a consequence to their continued unacceptable behaviour

Red - once a pupil's name has been moved into the red circle, then the agreed consequence must be actioned by the teacher e.g. Name top of the red the pupil misses 5 mins of their own time. If the pupil's name is moved to the bottom of the red circle they miss all of their playtime).

Teachers will, at times, implement a 'restorative justice' type sanction, e.g. tidying up the classroom if they were proven to have been throwing a pencil.

Reflection Time.

If higher level or persistent disruptive behaviours are demonstrated by a pupil a referral must be made to AHT (Behaviour Lead).

Reflection Time sessions are available for Y1 – Y6.

During a Reflection Time session, the pupil will consider their actions and future responses to a similar situation if necessary. Pupils will consider which part of 'Being SMA' they have not adhered to (**see Appendix 2 and 3**).

On attendance of a Reflection Time session, a CPOMS log will be completed by Miss H Cragg.

It is the class teacher's responsibility to inform parents/carers of their pupil's Reflection Time attendance.

A 'Reflection Time' session must be attended for:

- Aggressive conduct
- Unwanted physical contact
- Unacceptable offensive language - swearing, homophobic, biphobic, transphobic, misogynistic, racist, or culturally insensitive language
- Wilful damage to school property
- Wilful defiance/refusal
- Bullying and harassment
- Threats to a pupil or adult - including threats to spit, bite or scratch (Covid 19)
- Bringing the good name of our school into disrepute
- Ignoring adult instruction
- Persistent Disruption - the child is not responding to the visual green, amber red system.
- Child on child abuse - also referred to headteacher and safeguarding team
- Harmful sexual behaviours not appropriate to the child's age also referred to Safeguarding team.

Attendance at Reflection Time and subsequent loggings on CPOMS are expected to reduce term on term.

AHT will telephone/hold a meeting with a parent/carer of a child whose behaviour continues to decline. The child may be set an individual target card to help keep them on track.

CPOMS Behaviour loggings are monitored by AHT - Behaviour Lead. If a pupil does not demonstrate a willingness to improve behaviour they may be withdrawn from 'treat events' e.g. discos, films, trips etc.

In a persistent case, the AHT Behaviour Lead will expect the pupil's parents/carers to attend regular update meetings on the child's progress with their behaviour (class teacher may also be present).

A serious assault on a pupil or staff member will result in a minimum of a One Day Fixed Term Exclusion.

Break times, Lunchtimes and Other Outdoor Supervision

- It is essential that high expectations for behaviour are reinforced consistently by **all** staff throughout the whole school day including break times and lunchtime
- All staff must maintain a neutral/calm stance when discussing a behaviour incident with a child
- TAs/Supervisory staff are expected to be focused on all the children, ensuring that they are alert and able to intercept and prevent a negative situation developing where possible
- TAs may deem it necessary for a pupil to have 'time out' from play for a short period (no more than 5 minutes)
- If a pupil persists with the unacceptable behaviour after 'Time Out', they should be referred to AHT behaviour lead or another SLT member.
- If pupils indicate a pattern of negative incidents during periods of free play, it may be necessary for a class teacher to set zones for these pupils/limit their time playing out on the yard.

Persistent Negative Behaviours

- If a child displays persistent, low-level behavioural concerns or unusual behaviours the class teacher will share this information with parents/carers, the Phase Leader and SEND Team if necessary. This must not be left until twice yearly Parent/Carer meeting.
- It may be necessary to send a pupil for time out of class with a colleague or Phase Leader depending on the severity of the behaviour/incident. No child should be sent to stand outside of the class, alone (this is a Safeguarding issue).

- In line with the Hierarchy of Sanctions, it is expected that a class teacher alerts a parent, early, if a decline in a pupil's conduct occurs. Teachers can seek the support of the Phase Leader/ SLT member, if required, during a parental meeting.

Removal and Internal Exclusions

- A pupil may be removed from the rest of the class by a member of the SLT, but **must** remain with the SLT member and **must** never be left alone.
- Internal Exclusion is a removal from social aspects of the school day for example, playtime, lunchtime, and class treats etc. A Key Stage 2 pupil may also be sent to the KS1 lunch hall to eat their lunch. This is actioned by a member of the SLT.

Formal Exclusion

The Headteacher or, in his absence, a member of the SLT, may exclude a pupil for a lunchtime, a fixed term or permanently. When a permanent exclusion is necessary the school follows the guidance of the local authority, **including any amendments in place as a result of the Coronavirus (Covid 19) national guidance.**

Roles and Responsibilities

Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for.

The Headteacher Will:

- Frame a policy that encourages positive behaviour, discourages bullying and promotes respect of diversity and equality
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet with parents/carers when necessary

- Have the responsibility for issuing fixed-term exclusions to individual children for serious acts of misbehaviour
- Permanently exclude a child for repeated or very serious acts of anti-social and violent behaviour. This action is only taken after seeking the advice of the LA Inclusion Co-ordinator and the school Governors.

All Staff Will:

- Address children with positive language e.g. 'Walk please' rather than 'Stop running'
- Ensure that when a behavioural incident is investigated, it is essential that all sides of the story are considered (this is reinforced through Reflection Time process)
- Ensure that this policy is consistently and fairly applied to ensure safeguarding and wellbeing for all
- Offer a curriculum that enables all pupils to engage
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Ensure the pupils in their class know and adhere to the Class Charter and 'Being SMA' expectations.

Pupils Will:

- Respect and care for others
- Listen to others
- Learn to work co-operatively
- Follow the 'Being SMA' expectations and class specific charter
- Aim to resolve disputes positively
- Value and take responsibility for the school environment
- Be aware of their own emotions and actions and take ownership of their behaviour.

The Governing Body Will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy
- Contribute to Behaviour Learning Walks.

Families Will:

- Support the school when reasonable sanctions to address/improve a child's behaviour/conduct have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being and mental health.

Pupils with Additional Needs

Rewards and sanctions will be applied sensitively to ensure a child's specific emotional needs are taken into account. Children with a specific Behaviour Plan may not always be referred to 'Reflection Time' sessions - reasonable adjustments can be made. A pupil's mental health will always be considered prior to any sanctions being allocated.

Where there are ongoing issues or a significant decline in a child's behaviour and repeated visits to 'Reflection Time' or visits to SLT are evident, an Individual Behaviour Plan may be developed in conjunction with the SEND team.

Support by the attendance of internal talking therapy sessions or the help of outside agencies, may be deemed necessary, and a referral will be made in agreement with the parent/carer.

School Trips.

Prior to school trips staff carry out risk assessments regarding the specific venue and the group of children they plan to take.

Children may be excluded from school trips if their participation would jeopardise their health and safety or that of others (this does not include pupils with medical needs).

A parent or carer may be asked to attend a trip or residential to ensure the safety of the pupil and indirectly the others in the group.

As much as possible, measures are put in place to avoid any exclusion from a trip, this is only ever used as a last resort.

The attendance of the end of year 'treat trip' (not an educational trip) will be dependent on good or improved conduct throughout the academic year.

Power to search without consent

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Headteacher, Deputy Head or Assistant Head teacher(s), who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

Confiscation of items

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs, staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the headteacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

Volunteers and students.

Volunteers and students are expected to read this policy and are encouraged to utilise the rewards available, when working with children in school, under the guidance of a paid member of staff.

Volunteers should not routinely utilise the sanctions but refer this decision to a paid member of staff.

Student teachers – use the Behaviour Policy under the guidance of the teacher.

Parents' Responsibility and Behaviour

Parents are responsible for supervising their own children at the beginning and end of the school day.

Whilst on site, near school or during telephone communication, parents are expected to set a good example to our children by adhering to the Parent/Carer Code of Conduct at all times.

Parents must never approach a child, other than their own, to question or chastise them. Parents are also advised not to approach other parents regarding issues between children.

Pupils Conduct Outside of the School Gates.

Staff may discipline pupils for non-criminal poor behaviour or bullying which occurs off the school premises which is witnessed by a member of staff or reported to the school.

Pupils may also be disciplined for misbehaviour when travelling to or from school, wearing school uniform or is identifiable as a member of St. Margaret's, Anfield, CE Primary School

Links with Other Policies and Documents

This policy is integral to all school policies. It has key links with policies/documents such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- On-line Safety Policy
- Acceptable Use Policy (AUP) for KS1 pupils
- Acceptable Use Policy (AUP) for KS2 pupils
- Attendance Policy
- Staff Code of Conduct
- Parent/Carer Code of Conduct
- Exclusions Arrangements
- Public Sector Equality Duty Statement
- Use of reasonable force – advice for headteachers, staff and governing bodies (DfE document 2013).

Complaints

It is important that all parties are clear about the difference between a concern and a complaint. In most cases, our aim is to try to resolve any concerns quickly and informally, to avoid concerns becoming complaints. Formal procedures will need to be invoked when the person raising the concern remains dissatisfied and wishes to take the matter further.

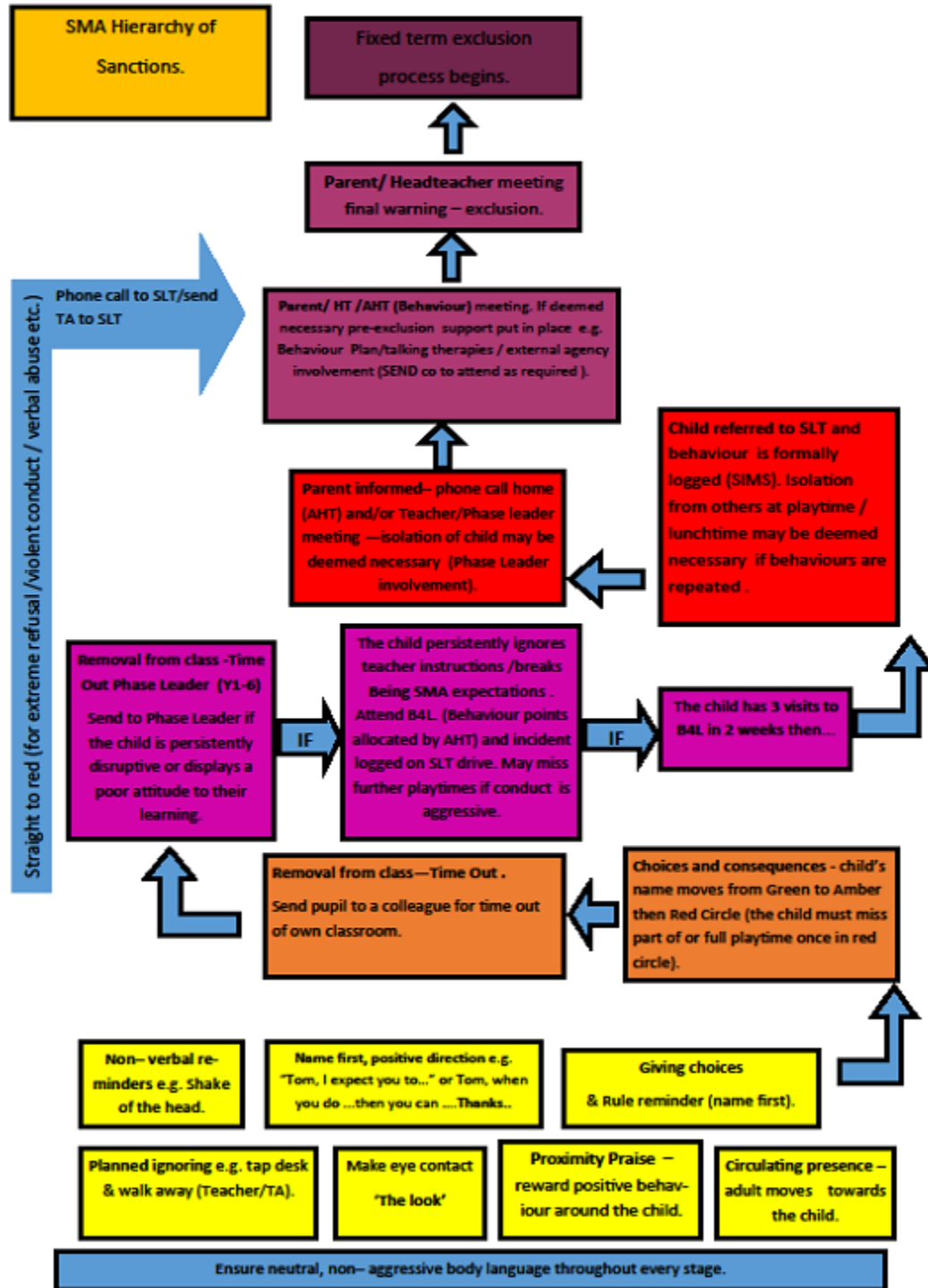
Policy Review

The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved and in the event of changes to legislation and DfE Guidance.

This Positive Behaviour Policy will be reviewed annually.

It will be reviewed by the SLT, staff, children and other relevant stakeholders.

Appendix 1



Appendix 2. 'Being SMA' - Behaviour Expectations.

As a Church of England School our Christian vision is central to all we do. Our vision is: Jesus said, "Love one another as I have loved you." (John 15:12). Therefore, by faith and work, we will be the change we want to see.

Our Christian vision underpins a set of expectations that apply to everyone:

We are honest - we do not hide the truth or take things that do not belong to us

We work hard – we do not waste our time or the time of others

We are gentle and do not hurt others

We listen – we do not interrupt, shout out or disrupt the learning of others

We are kind, respectful and helpful to others (including the way that we speak to them)

We say 'please' and 'thank you' when speaking to both adults and children

When we answer our names during registration we reply with 'Good Morning/Afternoon' and the teacher's name.

When a member of staff says 'Good Morning/Afternoon' to us we return the greeting quickly – using their name if we know it.

We greet a visitor with 'Good Morning/Afternoon' when they enter our classroom

We look after school property – we do not waste or damage it

When moving to another part of the school, we walk quietly and in single file

We hold doors for others and when thanked politely respond with 'You're Welcome'

When walking in a line or on our own and an adult approaches we stand aside to allow the adult to pass first

We walk to the left-hand side of corridors.

If a pupil attends Reflection Time aspects of the above expectation will be discussed (RT form Appendix 3).

Appendix 3 – RT form



Reflection Time.



Name:

Class:

Date:

Time:

What did you do?

--	--

What happened just before?

Was anyone else involved?

--	--

Why did you do it?

--

What behaviour expectation did you break?

--

What would be a better choice next time?

What can WE do to stop you from doing this again in the future?

What can YOU do to make things right again now?

**By the end of this session, we are looking for Respect,
Responsibility, Repair and Restoration.**

YES/NO

RT Staff Comments:

Signed: (RT Staff)

Appendix 4 Covid-19 June 2020. Currently out of use but may be reinstated if a new variant demands the need for social distancing.

Please note that the information below reflects the DFE Guidance of May 2020 – and is in response to an unprecedented set of circumstances and continues to reflect the school’s mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims and core Behaviour Principles.

Our key principle is to promote positive behaviour in all of our pupils. Children need to feel secure, happy and valued; helping them to develop self-esteem, confidence and a positive self-image.

In light of the need for our children to behave differently when they return to school, and follow new systems we have put in place to help safeguard their health and wellbeing we wish to clarify the new requirements expected of all members of the school communities.

If Required pupils will be expected to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, walk on the left-hand side of corridors and queuing)
- follow expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching their mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus – which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may or may not play
- follow instructions regarding the use of toilets
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and sanction system as appropriate.

Parents/carers will be expected to:

- Set a clear example by following the changed guidance regarding arrival and collection of children
- Ensure they follow the school's instructions for maintaining social distancing
- Follow the school's instructions regarding what items can be brought to school or taken home from school
- Support the school by reinforcing the changed school rules as noted above.

School staff will be expected to:

- Set an example to all members of the school community by adhering to the new rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school's rewards and sanctions procedures
- Report any serious infraction which may put others at risk.

The above amendments to our Behaviour Policy reflect the guidance available at the time of writing --- this information is continuously being reviewed and updated to reflect scientific guidance during the Coronavirus (Covid 19) pandemic.

The overriding aim is to ensure the safety and wellbeing of all members of our school community.

June 2020

Appendix 5 (June 2020) Currently out of use but may be reinstated if a new variant demands the need for social distancing.

Summary of Advice on Physical Handling during Covid 19.

This is advice for consideration provided by HBSS as trained Team Teach trainers. It is not intended to replace any government guidance and should be read and used alongside the [Reasonable Force in Schools](#) guidance which remains a current document and has not been altered in light of Covid-19. The DfE remain the regulatory body on this matter.

When our children return to school after this period of extended absence, there are likely to be increased numbers of pupils displaying anxiety-related behaviours and for some children, anxiety manifests itself in aggressive behaviours (these higher risk children **MUST** be noted during the morning briefing session.) School staff should endeavour to resolve all such situations using pre-emptive identification of triggers and using de-escalation strategies (attached).

However, there may be times that schools have to consider using reasonable force (restraint) in order to keep children, staff and property safe. There are 4 reasons why a member of school staff may consider using physical handling:

- To keep the child safe;
- To keep other children and adults safe;
- To prevent damage to school property;
- To maintain good order.

The use of physical handling should be considered as a safeguarding response if de-escalation and pre-emptive work has not alleviated a situation, staff may use the **'least amount of force necessary'** in order to restore good order. In such cases, staff must be able to demonstrate that the force used was **proportionate, reasonable and necessary**.

At a time when 'social-distancing' is necessary, staff may be concerned about their own safety if undertaking physical handling situations and we would suggest that you consider the following procedure:

- Use de-escalation to try to reduce the behaviours of the learner and to reduce the likelihood of a physical intervention;
- use the de-escalation time to summon additional adult support – all groups must have a TWO WAY RADIO (walkie talkie) to contact SLT at the first instance of a disagreement between pupils;

- Give verbal reminders that you do not wish this to lead to physical handling and the steps (one or two) you need the learner to take in order to de-escalate;
- Do not have members of staff who are classed as vulnerable or live with someone classed as vulnerable involved in physical handling situations;
- Have additional protections in place. All staff must wear plastic aprons provided when on duty.
- Staff who may be involved in physical handling are provided with gloves and masks to carry about their person. If there is time, allow staff to put on a mask & gloves before taking part in a situation and use 'change of adult' swiftly if staff are not wearing appropriate equipment;
- The child or children involved must be allowed 'cool down' time before the incident is discussed further.
- At the discretion of the headteacher, staff and pupils involved in a physical handling incident will be given opportunity to undertake appropriate hygiene measures. If the child needs to go home or the parent requests that they go home, this could be marked as an authorised absence;
- Use a de-brief session to consider the consequences of the physical handling and enforcement of the school's behaviour policy. This is particularly relevant if the pupil has used Covid-19 as a threat to staff or pupils or has attempted to use body fluids (spitting / biting / scratching) to inflict injury on staff. This may result in exclusion.

De-escalation Strategies

Distraction

Reassurance

Verbal advice & support

Humour

Simple listening

Success reminded

Take-up time

Giving space

Planned ignoring

Time-out

Negotiation

Limited choices

Agreeing

Supportive touch

Acknowledgement

Apologising

Logical consequences

Help scripts

Removing audience

Transfer adult

Six Stages of Crisis

