



VALENCE PRIMARY SCHOOL

Behaviour Policy

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Mission Statement

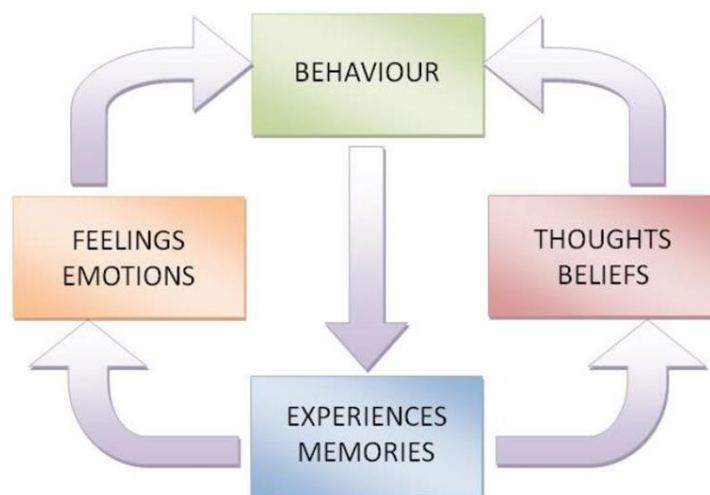
We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour and empathy is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.

Valence Primary is a community school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.

Behaviour management is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience or stimulus. Everything we do, all our words, actions, postures, planning, organisation, and what we do not do, contributes to thoughts, feelings and behaviour. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times, as this is where behaviour management begins.

We carefully consider our curriculum to ensure it is engaging and motivating and meets all children's needs. We know that some children require experiences which are additional and different to others and, as a truly inclusive school, we pride ourselves in being able to meet the needs of every pupil.

We acknowledge that high quality teaching and learning experiences contribute to high quality behaviour and the two go hand in hand.



“The Behaviour Cycle”.

At Valence Primary School we have adopted the behaviour programme ‘Going for Gold’.

This policy is intended to be **consistently** applied wherever possible although, at times, staff will use their **professional discretion** and as such will tailor the system where required for pupils with special educational needs and / or vulnerabilities/disabilities. We acknowledge that “What is fair is not always equal.”

The *Going for Gold* system can be applied to all parts of the school day, including breakfast and after school clubs, lunchtimes and when pupils are representing Valence Primary School on external visits/trips.

Aims

- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To enable children to understand that acceptable behaviour is a result of mutual respect - respect for ourselves, respect for others, and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion, courtesy, kindness and

politeness, treating others as we wish to be treated.

- To reinforce positive behaviour.
- To ensure fairness of treatment for all.
- To encourage consistency of response to both positive and negative behaviour.

Objectives

All Adults:

- To provide a positive role model
- To have high expectations of themselves and the children
- To emphasise and reward positive behaviour
- To respond to, and deal with, unacceptable behaviour in a firm and consistent manner
- To involve and inform parents of all aspects of this policy

All Children:

- To understand that they are a valued part of the community
- To understand their role
- To discuss and share what constitutes acceptable behaviour e.g. during circle time, PHSE lessons and assemblies.
- To understand and know what constitutes acceptable behaviour
- To be responsible for behaving in an appropriate manner

SEN / Inclusion

All staff should be mindful of pupils who have been identified as having Special Education Needs (SEN) when using the system. SEN may include Speech, Language and Communication Needs (SLCN); Social, Emotional and Mental Health (SEMH); Learning difficulties; Physical impairments or medical needs. Reasonable Adjustments to the system may be made to support these pupils, in conjunction with the inclusion team.

Consequences such as Alternative Lunch are not aimed at pupils with SEN, but they are not exempt from them. Depending on the individual and the circumstances there may be occasions when Alternative Lunch will be deemed appropriate.

Where SEN/SEMH interventions (internal or external) are in place, they must be viewed as any other intervention and may not be withdrawn as a consequence of negative behaviour.

Valence Primary School Expectations

At Valence Primary, we will:

1. Listen to and co-operate with each other.
2. Follow adults' instructions.
3. Treat everyone with politeness, kindness, courtesy and respect.
4. Work to the best of our ability.
5. Move safely and calmly around school.
6. Respect our school environment.

Whole School Behaviour Policy: “Going for Gold!”

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

The system works in the following way:

- All classes should have our school expectations clearly displayed and feedback about behaviour should be linked to these.
- All classes have a “Going for Gold” display with the children’s names. *All children start each morning session with their name on ‘green’ to enable each child to have a fresh start each morning.*
- If children are making positive choices staff will quickly “catch them doing the right thing” and give positive reinforcement either verbally or non-verbally. At any point throughout the day staff can move children’s names up to Bronze.
- If pupils are consistently showing bronze behaviour (over a number of days) they may be awarded a “Silver” award, and if consistently silver (over a number of weeks) a pupil may be awarded a “Gold” award.
- If children make negative choices their name moves onto purple, yellow or red after a clear and specific warning and steps are followed (see chart).
- Children’s names may move up or down the system at any point during the day.
- If a child comes off green by moving to purple, yellow or red, it is the responsibility of both the child and the teacher to try to get back to green before the end of the day. The teacher is expected to prompt and give success reminders to support this.

Rewards / Positive Consequences

It is extremely important that as part of the process of maintaining a positive environment within our school, children’s behaviour is acknowledged and rewarded. Positive reinforcement and interactions are extremely important because it allows us to reward and shape children’s behaviour rather than constantly reminding them of their negative behaviour. (e.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair. Or we can say thank you for stopping rather than saying stop doing it).

We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward, it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour, they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

Golden Time

This is awarded to the class who has demonstrated positive attitudes consistently across the week. A maximum of 30 minutes is allocated. This is a time for the class and teacher to choose a suitable reward for all to enjoy or for pupils to access the 'Golden Trolley' where appropriate games are available.

Celebration Assembly

This is a special assembly, held each week, where children's achievements are celebrated. This includes Golden Stickers for any pupils who have achieved Gold Awards, a 'Star of the Week' child chosen by the teacher and a celebration of the class who has achieved Golden Time.

Head Teacher's Tea Party

At the end of each term, teachers can nominate children who have excelled to be invited to a Tea Party with the Headteacher. Pupil photos are then displayed on the Golden Tea Party board.

Gold Awards

If a pupil is awarded a "Gold" award this is the highest accolade in school. This is celebrated in assembly where pupils are given a golden sticker badge which they can then wear with pride that day. On the following first day of the next week, 'Golden Pupils' are encouraged to wear non-uniform as a reward for their achievement.

Sanctions / Negative Consequences

As well as a range of positive consequences or rewards, we also have a range of negative consequences or sanctions which help to shape the children's behaviour. Please refer to the Going for Gold System chart below.

If a child is presenting with unacceptable behaviour, we consider what may be driving that behaviour and use a range of de-escalation strategies (see Appendix B) before we would consider moving a child's name down the system to purple, yellow or red.

We consistently promote the phrase, "Your behaviour is your choice," with our pupils and we try to use the language of choice wherever possible. e.g. "Your instruction is complete these 3 sentences. If you choose not to follow this instruction your name will move down to Yellow, and you will miss some of your break to complete it. However, if you choose to complete the sentences now you will be out to play in 10 mins."

Between each stage, children are given time for reflection and support and opportunities to change their behaviour. A range of positive Behaviour Management strategies, including warnings or reminders must be given before any consequence. Opportunities must be given to move from consequence stage back to Green.

Trauma Informed Practice

We are a "Trauma Aware" school, and we acknowledge that some of our children may have had "Adverse Childhood Experiences" (ACEs) which have affected their perception of others in the world. We recognise that for some children, having their name moved down the behaviour system publicly can feel very shaming and humiliating and we therefore strive to be sensitive to all pupils' needs at all times.

We consider whether we can speak quietly and privately to pupils if their name needs to move down the system – we can give the consequence without necessarily using the visual system. We never ask pupils to move their own or

other pupils' names down. We also recognise that a consequence does not need to be given in the moment; the priority is always to de-escalate a situation first until a pupil is in a place to reflect and accept their consequences.

Some pupils even find public praise very difficult to accept, therefore public criticism can be intolerable.

High quality relationships and a Restorative Approach

It is essential that we get the balance right between high quality, warm and nurturing relationships and discipline and boundaries. We recognise that we get the best from our pupils when it is within a climate of mutual kindness and respect.

If we do have to give a negative consequence to a pupil, we ensure that, once everyone has recovered from the situation and the pupil is in a space to be able to reflect, we have a restorative conversation to reflect on the pupils' choices. We then seek an opportunity to make a positive comment about a good choice or an acceptable behaviour.

We consider the pupils' thoughts / feelings / behaviour and also the feelings of others. We ensure relationships are maintained, and wherever possible, learning takes place about behaviour in order to plan better ways for next time.

***NB - It is the class teacher's responsibility to inform the parents when there have been any presenting behaviour issues. Wherever possible this should be conducted discretely and in private. Class teachers are encouraged to telephone parents where it is not possible to speak with them privately and at a social distance.**

The 'Going for Gold' System

	Examples of behaviours	Response
GOLD	<p>Consistent Silver behaviour over at least 2 weeks.</p> <p>Following the school rules at all times.</p> <p>Setting positive examples for others to follow on a daily basis.</p> <p>Demonstrating a positive attitude towards all members of staff and other pupils at all times.</p>	<p>Gold award - name added to Star of the Week Power Point and sticker awarded in assembly. Own clothes to be worn the following Monday.</p>
SILVER	<p>Consistent Bronze behaviour during the week.</p> <p>Trying hard over time to meet a particular challenge.</p> <p>Consistently following the school rules.</p> <p>Demonstrating a positive attitude towards all members of staff and other pupils.</p>	<p>Silver sticker and praise in class</p>
BRONZE	<p>Staying on green and independently making an extra effort to (e.g.) show care and consideration for others above expectation.</p> <p>Face a particular challenge positively.</p> <p>Take initiative to act responsibly.</p> <p>Be a good role model to others.</p> <p>Show act/s of particular kindness, helpfulness and support.</p>	<p>Bronze sticker and praise in class</p>
GREEN	<p>Following the Valence School Rules each day: Listen to and co-operate with each other. Follow adults' instructions. Treat everyone with politeness, kindness, courtesy and respect. Work to the best of our ability. Move safely and calmly around school. Respect our school environment.</p>	<p>Stay on green for the session/day.</p>
Purple This is a reminder to get back on	<p>Shouting / calling out during teaching time</p> <p>Getting out of the seat during a task.</p> <p>Distracting other children.</p>	<p>Use De-escalation Techniques (Appendix B)</p> <p>Non-verbal signal.</p> <p>Verbal warning/reprimand.</p>

<p>track</p>	<p>Talking when others are talking.</p> <p>Not co-operating with others where it affects learning, deliberate unkindness</p>	<p>Time out within class.</p> <p>No parental contact required.</p>
<p>YELLOW This is if purple behaviour persists</p>	<p>Repeatedly not following instructions despite reminders and take up time.</p> <p>Damaging property.</p> <p>Throwing things.</p> <p>Rudeness.</p> <p>Refusal to participate.</p> <p>Teasing, pestering or causing others distress.</p>	<p>Use De-escalation Techniques (Appendix B)</p> <p>Time out in another class or a buddy class in same year (15 min max).</p> <p>Time out during break or lunch supervised within own year group class by own year group adults (15 min max).</p> <p>Warning that further disruption will be recorded.</p> <p>Move to another seat/place or sit alone.</p> <p>Parents to be informed.</p> <p>Recorded on CPOMs.</p>
<p>RED This is if yellow behaviour persists</p>	<p>Bullying – link to Anti Bullying Policy.</p> <p>Deliberate act of violence towards another.</p> <p>Theft.</p> <p>Deliberate rudeness, disrespect, verbal abuse.</p> <p>Deliberate refusal to follow instructions despite ‘take up’ time.</p> <p>Racism (any incident of Racism must be reported to the Head teacher or Head of School) and separately recorded under the racism category on CPOMS.</p> <p>Threatening behaviour.</p> <p>Endangering self/others.</p> <p>Homophobic/sexist language/discrimination.</p> <p>Internet Safety compromised.</p>	<p>Use De-escalation Techniques (Appendix B)</p> <p>Teacher to inform Year Group Lead/SLT and child’s parent/carers.</p> <p>SLT will arrange consequence; consult with SEN team as appropriate e.g. privilege loss.</p> <p>Serious Incident: Head teacher or Head of School to arrange consequence (see below).</p> <p>Stages may be jumped according to the incident/behaviour.</p> <p>Consequences must reflect consideration for the child’s behaviour history, individual profile and the nature of the incident.</p> <p>Teacher completes CPOMs behaviour log.</p> <p>Parents to be informed.</p>
<p>SERIOUS INCIDENT</p> <p>Or</p> <p>SERIOUS CONCERN</p>	<p>Endangering self and/or others.</p> <p>Behaviours that do not respond to de-escalation.</p> <p>Deliberate spitting or coughing towards others.</p> <p>Physical assault including fighting.</p> <p>Walking out of class without permission.</p>	<p>Use De-escalation Techniques (Appendix B)</p> <p>Physical intervention may be necessary under the school’s duty of care responsibility. Staff who are working with pupils who require physical prompts and/or positive handling, may wear PPE consisting of gloves, face mask and apron.</p> <p>Shared protocol for any child exiting class</p>

<p>Or</p> <p>REPEATED RED BEHAVIOUR</p>		<p>without permission; message to SLT /office so that safe monitoring is not compromised.</p> <p><u>Involvement of SLT</u> If the child continues to exhibit red behaviour a member of SLT will meet parents and plan appropriate monitoring and intervention.</p> <p>Incident/s to be logged on CPOMs.</p> <p>Advice may be sought from external agencies. We will consider:</p> <p>L.P. (Learning Plan) CAF (Common Assessment Framework) B.S.P. (Behaviour Support Plan) P.S.P. (Pastoral Support Plan).</p> <p>Loss of privilege e.g. trips, party.</p> <p>Internal Suspension (not intervention).</p> <p>Fixed term external Suspension.</p> <p>Referral to alternative provision.</p> <p>Permanent Suspension. (See Appendix A)</p>
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Appendices

Appendix A – Suspensions

Time out / Reflection Time in other classes

If pupils are to be sent out of their class for 'Reflection Time', they should be escorted to another class with a reflection sheet, for 15 minutes maximum. Do not send a child out without instruction as to their destination and inform the receiving adult **Pupils should not be asked to stand outside classes. Pupils should not be sent to other classes to speak to peers in seeking a solution without an adult present.**

We acknowledge that for some children "Time in" will be more effective and wherever possible an adult will support the child in talking through the reflection process.

Internal Suspension

- If a serious incident has occurred, the class teacher should involve a member of SLT. The Head Teacher will decide consequences according to pupil needs. SLT will inform parents if the child is to be internally suspended.
- During an internal suspension the pupil must work outside of their class – within another designated area for a stipulated fixed period that is decided by the Head teacher (as above, pupil needs in relation to the incident, will be considered carefully in consultation with parents).
- The child will complete a work pack prepared by the teacher at their appropriate level. They will work independently and should be given minimal attention.
- For an internal suspension to be completed successfully the child must sit calmly and quietly in their seat and complete their work independently. If the child does require support, they need to stay in their seat and politely ask for help.
- Once they have completed their work pack, they should then have reflection time with the member of staff supervising about which rule they broke and consider whether any further reparation needs to take place prior to returning to class (e.g. mediation with another child, genuine apology).
- If the child is showing they are ready to return to class, either the member of staff on duty, or a member of SLT will escort them back to their classroom. If any reparation needs to take place this should be done, with agreement from the class teacher, then all adults need to welcome the child back to class and give them a fresh start.

External Suspension

The London Borough of Barking and Dagenham's criteria for suspensions are as follows:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour

A decision to suspend a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct.

Fixed Term Suspension

A fixed term suspension will be used for the shortest time necessary to secure benefits without adverse educational consequences. Suspension for a period of time from half a day to 5 days for persistent or

cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

These could include:

- Discussion with the pupil
- Mentoring (adult support)
- Discussion with parents
- Setting targets and agreeing an individual action plan
- Checking on any possible provocation
- Internal suspension
- Multi-agency support

Suspensions will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules).

The decision to suspend

If the Head Teacher decides to suspend a pupil, he/she will:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reason for the suspension, whether it is a permanent or temporary suspension, the length of the suspension and any terms or conditions agreed for the pupil's return
- In cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

Single Incident

Temporary suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head teacher will investigate the incident thoroughly, usually via the management team, and will consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged, and if necessary be supported by familiar staff or parents, to give his/her version of events. A member of the Senior Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment.

Students Returning from a Fixed Term Suspension

All students returning from a Fixed Term Suspension are required to attend a Reintegration Meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusion

A permanent exclusion is a very serious decision, and the Head teacher will consult with the governing body before enforcing it. As with a temporary suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Persistent disruptive behaviour

The safety of the child is always considered before a permanent suspension is considered.

Marking Attendance Registers following a Suspension or an Exclusion

When a pupil is suspended temporarily, he/she will be marked as absent using Code E.

Notification of a Suspension or an Exclusion

- 1) Parents will be notified as soon as possible of the decision to suspend a student and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting.
- 3) A student who has been suspended will have the reason for his/her suspension explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following a suspension, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Suspensions the same day of the production of the suspension letter, which they will receive a copy of; it will clearly outline the reasons for the suspension.

Appeals

All correspondence regarding a suspension from the school will inform parents of their right to appeal to the Governing Body against the decision to suspend. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Appendix B – De-escalation

Planned ignoring

We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour.

Modelling

We demonstrate the desired behaviour e.g. if a child is calling out on the carpet a Teaching Assistant may model sitting up straight and folding their arms.

Cueing

We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. e.g. “I am just reminding everyone that we need to put up our hand if we would like to say something.”

Shaping

If a child is partially doing the right thing, we can praise them for what they are doing right and ask them to also do something else. e.g. “Well done Courtney, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact.”

Proximity Praise

We praise a child who is doing the ‘right thing’ when they are sitting next to a child not following instructions. e.g. “I love the way Jack is sitting so beautifully”, then magically, Rebecca starts to sit beautifully too!

If a child is “locked into” a negative behaviour and is clearly **choosing** not to follow instructions, again, before we even use the system we may use:

Humour

This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.

Negotiation

Again, depending on the situation and the relationship we often “make a deal” with the child, this can allow the child to “save face” and not feel that they are completely backing down.

Transfer adult

Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation.

Distraction

Sometimes it is possible to distract a child out of a negative behaviour pattern. e.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job.

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

It is essential that the child understands what our expectation of them is. Therefore, we need to then give them a clear instruction. Ask once nicely e.g. “Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please?”

If this does not work: Ask once firmly e.g. “You need to stop tapping.”

If this does not work: Then move the child’s name down the consequence system. This serves as a “Rule Reminder”.

Appendix C – Alternative Lunch – Protocol

- AL is for any pupil who has displayed RED behaviour.
- AL is not intended for pupils with SEN but may be required in certain circumstances.
- Only one AL can ever be given at any time.
- AL will take place between 12.00-1.00
- Class Teachers should escort any pupils on AL to the room where they will be met by the member of staff on duty.
- Class Teachers should ensure an “Alternative Lunch Form” has been completed and handed to the member of staff on duty.
- A register will be taken and those children in AL will be monitored. In the event of any child repeatedly attending AL, further intervention will be considered.
- Pupils will eat their lunch in the room.
- They will then complete a reflection sheet.
- The member of staff on duty will spend time with the pupil reflecting upon their behaviour.
- Pupils will line up with their class in the playground ready to re-join lessons after lunch.
- It is Class Teachers’ responsibility to inform parents / carers that their child attended

Appendix D - Alternative Lunch – Red (Referral Form)

Name of Pupil		Class	
Referred by		Date	
Details of Incident Please highlight appropriately.	<ul style="list-style-type: none"> - Out of lesson without permission - Bullying - Physical assault against an adult or child - Swearing - Theft - Abuse against adult (verbal/threatening behaviour) - Continuation of yellow behaviours - Internet safety 		
Location of Incident			
Time of Incident			
Witnesses			
Time in Nurture Zone?	Mins		
Received by		Time	

Appendix E - Emergency Safe Space

Using an Emergency Secure Space (ESS)

The use of an ESS is acceptable where the pupil is supervised and is part of a planned behaviour programme. However, it may be necessary to restrict a pupil's freedom of movement to prevent injury and to maintain safety for staff and pupils.

The right to Liberty and personal freedom is enshrined in Article 5(1) of the European Convention on Human Rights (ECHR) and is protected by the criminal and civil law. For these reasons the use of an ESS outside the Mental Health Act 2005 should only be used in exceptional circumstances and should always be proportional to the risk presented by the pupil.

Under the Children's Act 1989 any practice or measure which involves placing a pupil in an ESS which prevents a pupil from leaving a room or building may be deemed a 'restriction of liberty'. Under this Act 'Restriction of liberty' is only permissible in very specific circumstances.

Currently the Deprivation of Liberty Safeguards (DOLs) can be used if the person is aged 18 and over in a care home or hospital and lacks the mental capacity to consent to their own care and cannot make decisions about their accommodation and needs. Care homes and hospitals must ask a local authority if they can deprive a person of their liberty. However, a Deprivation of Liberty can take place anywhere, but the Court of Protection must authorise it.

At Valence Primary School we consider an ESS as withdrawal. It is for a short time and falls under the Mental Health Act 2005. By removing a child or young person from a situation whilst actively monitoring and supporting them to help them to recover and re-engage successfully as soon as is reasonably possible.

Staff should endeavour to avoid putting themselves in danger by physically intervening. Removing other pupils and themselves from a source of danger may be the necessary thing to do. There may be occasions when staff have to evacuate a room. We appreciate the integrity of our staff and value their efforts to rectify situations that are difficult and in which they exercise their duty of care for their pupils.

Our duty of care requires that reasonable measures are taken to prevent harm. Therefore, the use of high handles that are beyond the reach of a pupil and the use of locks is permissible if the pupil is supervised by an adult with clear sight lines. It is deemed appropriate to do so to prevent a significant risk of harm, for example:

- to prevent a pupil running towards a busy road
- to prevent a pupil self-harming themselves
- to prevent a pupil from injuring another person
- to prevent a pupil from committing an offence

Reporting to Parents/ Carers and External Agencies

Any situations whereby a child or young person has been involved in an incident where a Restrictive Physical Intervention has been used or withdrawn to an Emergency Safe Space, it will be reported to parents via the telephone before they leave school to go home. If the child or young person is known to any other external agencies who are working to support the family they will also be informed for example: Social Care, Specialist School Nurses, Family Support Workers etc.

Staff have to complete the Bound Book and share with parents.

Behaviour Reflections

Name: _____

Date: _____

Reasons for my behaviour

Consequences of my behaviour



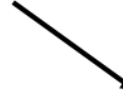
Description of my behaviour



How do I feel?



How has my behaviour affected others?



Other consequence(s)

Plan for improvement _____

Pupil	_____
Parent	_____
Teacher	_____