

St Mary's Catholic Primary School



Behaviour and Relationship Policy

Behaviour and Relationship Policy 2025-2027

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1. School Mission

At St Mary's Catholic Primary School, our Mission is:

**TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.**

2. Introduction

At St. Mary's Catholic Primary School, we understand that good behaviour and the correct attitude to learning creates a successful environment for learning and we therefore have very high expectations for behaviour.

The aim of this policy is to enable us to realise our school mission statement.

"To love God above all things: by learning together, loving ourselves, loving each other, loving all people, loving life itself and constantly striving for excellence worthy of our God given gifts."

As a Catholic school, our value system is based on Gospel values and the Jesuit virtues. At St. Mary's, we understand that we are all made in the image and likeness of God and have a mission to use our gifts for the good of our world. Each member of the school community aims to be effective in living out our mission statement, and our motivation is directly underpinned by Christ's teaching, as we aim to follow Christ in our actions.

To support everyone in achieving our school's mission statement, we have rules that we refer to, which reinforce our common aims. We aim to have a predictable and safe environment that promotes security through consistent routines and clear boundaries, and which celebrates positive behaviour choices.

We believe that all unacceptable behaviour is an expression of unmet need and all staff seek to understand what that need is and how it can be best met.

We recognise that the good behaviour of children in the school is largely the result of a shared value system between school and home. Therefore, open and clear lines of communication between home and school are fundamental. Our open-door approach encourages parents to bring to the attention of SLT any concerns surrounding behaviour.

This policy should be read in conjunction with the school's policies on Safeguarding, Equal Opportunities and the Home School Agreement.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy enshrines the following UNCRC articles including (but not limited to):

- Article 1 (definition of the child)
- Article 2 (non-discrimination)
- Article 3 (best interests of the child)
- Article 12 (respect for the views of the child)
- Article 13 (freedom of expression)
- Article 23 (children with a disability)
- Article 28 (right to education)
- Article 29 (goals of education)
- Article 30 (children from minority or indigenous groups)
- Article 37 (inhumane treatment and detention)

3. Aims

- To live out the Mission Statement, and values and virtues of the Catholic Church in our daily lives, in order to ensure a positive culture and relationships throughout the school;
- To enable children to develop a sense of self-worth and a respect and empathy for others;
- To produce an environment in which children feel safe, secure and respected;
- To ensure the safety and security of all the members of our school community within a caring ethos, whilst being sympathetic to the specific needs of individual children; and
- To ensure that leaders, staff and pupils do not tolerate bullying, abuse or discrimination and that if they do occur, they are dealt with quickly, effectively and consistently.

4. Key Roles and Responsibilities

All members of the school community (including staff) and parents/carers should understand this policy and take responsibility for ensuring that it is put into practice.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the Education and Inspections Act 2006, to do the following:

- Implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy;
- Ensure the health, safety and welfare of all children in the school;
- Support adults by implementing the policy, by setting standards of behaviour, and by supporting staff in the implementation of the policy;
- Meet with parents regarding all cases of serious misbehaviour;
- Keep and respond appropriately to all reported records of serious incidents of misbehaviour;
- To give fixed-term suspensions to individual children for serious acts of misbehaviour; and
- To permanently exclude a child for repeated or very serious acts of anti-social behaviour.

The Role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines;
- The Headteacher has the day-to-day authority to implement the school's Behaviour and Discipline Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour; and
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Role of Staff

All staff will:

- Have high expectations for behaviour;
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently;
- Treat all children with fairness and sensitivity;
- Always praise positive achievements and behaviour;
- Ensure that any consequences are proportionate and timely;
- 'Connect before they correct';
- Apply school rules consistently and fairly;
- Discuss rules and routines with the children so that they are understood clearly;
- Model desirable behaviour in all of their dealings with other staff and with children;
- Ensure that all children have the behavioural expectations of online learning made clear to them so that they know about Internet safety and can be kept safe online;
- Use our online Safeguarding tool – MyConcern - to record any incidents of poor behaviour, bullying, homophobic, cyber, sexual or racial harassment, and alert senior leaders;
- Be alert to signs of bullying and harassment and deal firmly and consistently with such problems, in line with school policies;
- Refer children in need of emotional or behavioural support to the SENDCo, School Councillor and behaviour lead, or SLT so that intervention programmes can be set up; and
- Hold class circle time when needed to allow pupils to express their feelings and solve problems.

The Role of Pupils

All pupils will follow the Home School Agreement, as follows:

- Follow class and school rules;
- Embrace the school values and mission statement;
- Take care of the school, all equipment and the building;
- Be polite, kind and show respect for themselves and others;
- Complete homework tasks on time and read daily;
- Bring the correct equipment when needed;
- Wear the correct school uniform;
- Use the Internet in a safe and responsible way;
- Always work to the best of their ability; and
- Tell an adult if they have any concerns.

The Role of Parents

All parents will follow the Home School Agreement, which includes:

- Making sure that their child arrives at school on time, in correct school uniform and ready to learn;

- Keep the school informed about any concerns or problems (medical, physical or emotional) that might affect their child's work or behaviour;
- Support school policies and guidelines for behaviour; and
- Support the school in keeping children safe online through monitoring children's use of and access to the Internet / social media and reporting any concerns to school.

All parents/carers/guardians, pupils and teachers are required to read, agree and sign the Home School Agreement when they first join St. Mary's Catholic Primary School. The Home School Agreement will be given to all families at the start of each academic year to refresh memories of our expectations.

5. **Principles**

Our principles for behaviour are as follows:

- All children have the right to learn;
- No child has the right to affect the learning of others;
- The learning environment should be conducive to enable all teachers to teach;
- The highest possible expectations of behaviour of all adults and children in the school will be maintained;
- Respect will always be given to the personal, spiritual, moral, social and cultural development of the whole school community;
- Well-being will be supported by enabling pupils to achieve high self-esteem and resilience; and
- Success will always be rewarded through praise, recognition and positive reinforcement.

6. **Class Rules and Code of Conduct**

At the start of each academic year, each class will discuss the code of conduct and form their own set of class rules for the year. The class rules are displayed in each classroom, alongside the class's visual system for rewards and sanctions. As a minimum, each set of class rules should contain the following:

- Treat others as you would like to be treated;
- Always use kind words and call others by their proper names;
- Respect our school building and environment;
- Join in lessons fully;
- Use the Internet safely;
- Always walk around school quietly and sensibly; and
- Wear the correct school uniform and only bring in appropriate equipment into school.

7. Rewards

Great emphasis is placed on positive reinforcement through praise so that children's confidence and self-esteem are developed. The main way that we recognise effort and achievement is by using a Behaviour Board.

Behaviour Board and Dojo's

Every classroom has a Behaviour Board consisting of 5 different coloured zones: Gold, Silver, Green, Amber and Red. The highest form of recognition is Gold, and the Red zone signifies when a child's behaviour choices and/or attitude to learning has fallen significantly below expectations.

The Behaviour Board is set at the beginning of every school day, and every child starts on Green e.g.: there is an expectation that every child will at least maintain their status and make positive behaviour choices that day.

Throughout the day, children can be moved up or down (see Sanction Steps) depending on their behaviour choices and attitude to learning, and where they finish the day will determine whether Dojo's are awarded (or removed) as follows:

- Children who finish the day on Green - 1 Dojo point awarded
- Children who finish the day on Silver - 2 Dojo points awarded
- Children who finish the day on Gold - 3 Dojo points awarded

8. Celebrating Success

Successes are also celebrated in the following ways:

- Verbal praise;
- Children's work through comments, targets and stickers;
- Child invited to report behaviour or work to another teacher, or to DHT and HT;
- Certificates are given in termly celebration assemblies;
- The winning House obtains a 'treat' each term – this is based on the number of Dojo points collected by each House.
- Each week, a child is selected from each class to receive the Head teacher 'Star of the Week' Award – this is recognised on our twitter page and in the weekly newsletter;
- Every fortnight, a child is selected for the Remarkable RE award based on their efforts and engagement in their RE learning; and
- Children are given duties such as class representatives and monitors.

9. Pupil Responsibilities

Children throughout the school are encouraged to take on responsibilities. Children chosen set an example to others of the qualities embodied in the code of conduct. The status may be withdrawn by the Headteacher for a serious breach of the code of conduct.

Children in Year 6 may be appointed to be Head Boy, Head Girl, Prefect or House Representative. Year 5 children may be appointed Play Leaders; and throughout all year groups, children can also be Spiritual Council Leader, School Council Leader or CAFOD Club representative.

We also encourage 'buddies' – with every Year 6 child paired up with a Reception child to support them as they begin their St. Mary's journey.

10. Unacceptable Behaviour

Unacceptable behaviour is any behaviour which may cause harm to oneself or others, damage to the reputation of the school within the wider community, and/or any illegal behaviour. These behaviours include, but are not limited to:

- Disruption of lessons;
- Disruption in corridors and communal spaces, and at break and lunchtimes;
- Disruption at before school or after school clubs;
- Rudeness, poor attitude or using a confrontational tone of voice or body language to others;
- Any behaviour aimed at hurting another person physically;
- Any form of bullying;
- Using aggressive or threatening behaviour or comments;
- Unkind and inappropriate comments to others;
- Racist, homophobic or discriminatory comments;
- Foul language and swearing;
- Fighting;
- Disobedience of a reasonable instruction;
- Refusing to comply with disciplinary sanctions;
- Stealing;
- Damaging school equipment or property;
- Making malicious allegations;
- Inappropriate communication through social media;
- Inappropriate communication during live lessons;
- Not completing work through time wasting;
- Possession of prohibited items; and
- Any other illegal behaviour.

Further unacceptable behaviour – definitions

- Discrimination means not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status;
- Bullying is a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual;
- Cyber-bullying means the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature;
- Harassment is behaviour towards other which is unwanted, offensive and affects the dignity of the individual or group of individuals;
- Child on Child Abuse includes online abuse/cyber-bullying and Harmful Sexual Behaviour; and
- Vexatious behaviour means deliberately acting in a manner so as to cause annoyance or irritation.

11. Sanctions

When a child's behaviour falls below an acceptable standard, the Sanction Steps (as set out below) will be deployed. Staff are expected to give at least one behaviour reminder, as appropriate, before commencing the Sanction Steps. The consequences applicable at each step are determined on a case-by-case basis and the nature of the unacceptable behaviour – the class teacher or member of staff will use their judgement.

Sanction Step 1

Behaviour

- Low-level disruption e.g.: talking, shouting out

Consequence

- Verbal warning of expected behaviour by class teacher/staff

Sanction Step 2

Behaviour

- **Repeated** low-level disruption
- Insufficient work
- Rude or disrespectful conduct

Consequence

- One movement **DOWN** on the Behaviour Chart e.g.: from **Green** to **Amber**
- Child may be moved in the classroom (temporary or permanent)
- Child may be asked to complete learning in his/her own time
- Child may be asked to complete a Behaviour Reflection
- Child may be asked to write an apology

Sanction Step 3

Behaviour

- **Persistent** low-level disruption
- Refusal to work
- **Repeated** rude or disrespectful conduct

Consequence

- Final warning given by class teacher/staff
- All of the above consequences at Sanction Step 2

Sanction Step 4

Behaviour

- Escalation of any of the above behaviours within a defined period e.g.: a day/s
- Intentional or reckless physical contact (**Minor**)

Consequence

- Movement **DOWN** to **Red** on the Behaviour Chart e.g.: from **Amber** to **Red** or from **Green** to **Red** (more than one step is possible)
- All of the above consequences at Sanction Step 2
- 5 – 10 minutes loss of break time
- Loss of Golden Time (R and KS1)
- My Concern Log
- End of the day conversation with parents/carers

Sanction Step 5

<u>Behaviour</u>	<u>Consequence</u>
<ul style="list-style-type: none"> • Escalation of any of the above behaviours over a longer period e.g.: week/s • Repeated intentional or reckless physical contact (Minor) • Inappropriate behaviour or language (excluding discriminatory language or behaviour) • <i>Vexatious</i> behaviour • <i>Bullying or Cyber-Bullying</i> • <i>Harassment</i> • <i>Child on Child Abuse</i> 	<ul style="list-style-type: none"> • Intervention from Behaviour Lead - MyConcern logs will be reviewed to decide on next steps • All of the above consequences at Sanction Step 4 • Exclusion from before or after school clubs and/or representing the school at external events

Sanction Step 6

<u>Behaviour</u>	<u>Consequence</u>
<ul style="list-style-type: none"> • Persistent intentional or reckless physical contact (Minor) • Intentional or reckless physical contact (Major) • Discriminatory language or behaviour • Intentional or reckless damage to school property 	<ul style="list-style-type: none"> • Intervention from SLT – MyConcern logs will be reviewed to decide next steps • All of the above consequences at Sanction Step 5 • Time off playground • Formal parent/carer meeting • Individual Behaviour Support Plan

Sanction Step 7

<u>Behaviour</u>	<u>Consequence</u>
<ul style="list-style-type: none"> • Repeated intentional or reckless physical contact (Major) • Repeated discriminatory language or behaviour • Repeated intentional or reckless damage to school property 	<ul style="list-style-type: none"> • Intervention from Head Teacher - MyConcern logs will be reviewed to decide next steps • All of the above consequences at Sanction Step 6 • Time out in Head Teacher's room • Internal suspension for a fixed period

Sanction Step 8

<u>Behaviour</u>	<u>Consequence</u>
<ul style="list-style-type: none"> • Serious incidents of physical aggression, abusive and/or threatening language • Bringing a Prohibited Item/s to school (first instance) e.g.: a weapon 	Fixed-term suspension

Sanction Step 9

<u>Behaviour</u>	<u>Consequence</u>
<ul style="list-style-type: none"> • Repeated serious incidents of physical aggression, abusive and/or threatening language • A second instance of bringing Prohibited Item/s to school e.g.: a weapon 	Formal meeting with a Governing Body member, Headteacher, class teacher, Parents/Carers and child

Sanction Step 10

<u>Behaviour</u>	<u>Consequence</u>
<ul style="list-style-type: none"> • Persistent Serious incidents of physical aggression, abusive and/or threatening language • A third instance of bringing Prohibited Item/s to school e.g.: a weapon • A one-off incident of Utmost Seriousness 	Permanent exclusion from St. Mary's Catholic Primary School

Words capitalised and in bold in the Sanction Steps are defined above (within further unacceptable behaviours) or defined as follows:

- **Repeated** means between 2 – 3 instances of the behaviour within a defined period (depending on context);
- **Persistent** means 4 or more instances within a defined period (depending on context);
- **Minor** physical contact means contact that may or may not cause injury but does not involve any contact to the head including face). Minor physical contact also does not include intentional punching, slapping, hitting, kicking, stamping or spitting;
- **Major** physical contact means contact that may or may not cause injury to any part of the body and includes intentional punching, slapping, hitting, kicking, stamping or spitting. It also includes contact to any intimate areas of a person whether over or beneath clothing;
- **Serious** means an incident that presents immediate risk of harm or danger to children or any adults within school;
- **Prohibited item/s** are defined under this Policy as per the Searching and Confiscation section below; and
- **Utmost Seriousness** means an incident that requires assistance from the Police or other emergency services; where children and adults of the school must be evacuated or contained for their own safety; that requires immediate instigation of lockdown procedures (full or partial); and/or that causes serious injury to children or adults requiring immediate medical treatment. The Headteacher reserves the right to declare an incident to be of Utmost Seriousness.

12. Time for Reflection and Restoration of Relationships

When unacceptable behaviour has occurred, the child concerned may be given (where practicable) a period of time for reflection. During this time, they may complete a behaviour reflection to help guide their thinking about reason/s for their behaviour, what they will do differently next time and what they need to do to put things right with the child/children affected. There should then be an opportunity for a restorative conversation (where applicable) to help rebuild the relationship with the child/children affected.

13. Anti-bullying statement

Children and young people should never experience bullying of any kind and we take all allegations of bullying very seriously. We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- Bullying causes real distress and affects a person's health and development;
- In some instances, bullying can cause significant harm;
- All children have the right to equal protection from all types of harm or abuse; and
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will ensure that our response to incidents of bullying takes into account:

- The needs of the person being bullied;
- The needs of the person displaying bullying behaviour;
- The needs of any bystanders; and
- The school as a whole.

14. Racist or Homophobic Remarks

The seriousness of racism or homophobia is explained in terms appropriate to the age of the child who has made the remarks. The Headteacher is informed and a record of the incident kept. These are reported to the Local Authority each year in the 175 Audit.

For a repeated offence, a record is kept and parents are informed. In persistent cases, the child will be put on an Individual Behaviour Support Plan (Sanction Step 6 and above) and daily monitoring with parents will take place. Parents will be asked to discuss the matter with the Headteacher or a school Governor. Where more than one child is involved, a class lesson may be planned and delivered to address the concern.

15. Individual Behaviour Support Plans

Where a child is consistently not following school rules, they may be put on to an Individual Behaviour Support Plan (Sanction Step 6 and above). This will involve children, parents and teachers working together daily to ensure the children meets specific identified targets. An example plan is annexed to this Policy at **Appendix I**. The plan will be in place for the minimum period necessary and will be reviewed every 6 weeks (as a minimum).

16. Adaptations for Children with SEND

While it is recognised that the reward system and sanction steps may not always produce the best outcome for children with additional needs, it is important that standards of behaviour in school are maintained and there is a sense of equity within the school community. For the avoidance of doubt, the reward system and sanction steps are applicable to children with SEND but may, if required, be adapted to ensure a fair, proportionate and just outcome.

17. Suspensions and Exclusions

The law governing exclusions (fixed-term suspension and permanent exclusion) is contained in section 52 of the Education Act 2002. In applying the legislation, the school follows the DfE guidance (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement).

18. Searching and Confiscation

The Headteacher, and staff they authorise, have a statutory power to search a child or their possessions where they have reasonable grounds to believe that the child has a prohibited item which includes (but is not limited to):

- Knives and weapons;
- Offensive weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- E-cigarettes and vapes;
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- An article specified in the Schools (Specification and Disposal of Articles) Regulations 2012:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

The Headteacher, and staff they authorise, may search a child's outer clothing, pockets, possessions (including bags) and desks or lockers. All searches will be conducted in accordance with the DfE Guidance (Searching, Screening and Confiscation, July 2022).

Any item that is found as a result of a search can be confiscated where there are reasonable grounds for suspecting:

- It poses a risk to staff or pupils;
- Is prohibited or is an item that is listed above; and/or
- Is evidence in relation to an offence.

All confiscated items will be handled in accordance with the aforementioned DfE Guidance.

19. Physical Restraint and Positive Handling

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Guidance ([Use of reasonable force in schools - GOV.UK](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)) that there are occasions when physical contact, other than reasonable force, with a child is proper and necessary. Examples of where touching a child might be proper or necessary include:

- Holding the hand of a younger child to guide them in to school or when going to assembly / walking around the school;
- When comforting a distressed child;
- When a child is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sporting coaching; and
- To give first aid.

DfE Guidance states: -

- Reasonable force can be used to prevent children from hurting themselves or others, damaging property, or from causing disorder in school. In these cases, force can be used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the individual judgement of the staff member concerned and should always depend on the individual circumstances.

Schools do not require parental consent to use force on a child. Force should always be proportionate and used for no longer than necessary. Staff are trained to use 'Positive Handling' techniques to ensure the safety of all parties.

If force is used, the incident must be reported immediately to the most senior member of staff in school and an incident log completed (see Appendix II). Parents must also be informed.

All staff are aware of children with SEND needs and will make reasonable adjustments for them as necessary.

20. Home/School Communication Protocol

There will be occasions when parents/carers are concerned about the behaviour of another child/children toward their own child and wish to raise the concern with school. A Home/School Communication Protocol is now in place to help parents share their concerns – see **Appendix III**. If parents wish to escalate a concern, there is also a Parent Escalation Form attached to the Protocol.

21. Equal Opportunities

All children will be treated fairly. Particular care is taken to ensure no unfairness exists in terms of gender, race, disability, family circumstances or faith.

22. Review

The Governing Body reviews the policy every two years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Date: April 2025

Review Date: April 2027

Appendix I – Example Individual Behaviour Support Plan

INDIVIDUAL BEHAVIOUR SUPPORT PLAN PUPIL NAME: _____ CLASS: _____ YEAR GROUP: _____		
Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:	
Challenging behavior What triggers it?	<u>Targets</u>	<u>Successful Outcome</u>
Strategies for positive behavior How do we maintain positive behaviour?	Early warning signs How do we prevent an incident?	
Reactive strategies	Support after an incident	
Agreement: Parent name Parent signature Date	Staff name Staff signature Date	

Skills and Talents:		Achievements:	
Likes:		Dislikes:	
Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken
IBSP evaluation and next steps:			
How effective is the plan?			
Record suggestions to be considered when this plan is reviewed.			

Appendix II – Example Restraint Log

Name of Person Restrained:			
Date of Birth		Age	
Additional Needs	Yes / No	EHCP	Yes / No
Diagnosed Disorder/ Disability		Trauma History	Yes / No
Ethnicity		First Language	

Your Name:			
Date and Time of Incident			
Date (inc Day)		Time	
Who else was involved in the restraint?			
Name(s)/	Role(s):		
Adult statement – what occurred in your own words Your statement must set out what happened; give details of your part in the use of force, your 'Honestly Held Belief', any restraints you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident. The report should be completed within 24 hours.			
The use of force must only be used when it is Reasonable in the circumstance, meaning: i. You believed that it was absolutely necessary & ii. Proportionate to the seriousness of the situation		When restraint was used, please tick your primary role: <input type="checkbox"/> Right arm <input type="checkbox"/> Left arm <input type="checkbox"/> Supervising	
What were you doing just before the incident took place?			
What was the child/young person doing just before the incident took place?			
What signs of dysregulation were being communicated by the child/young person?			
Explain what you think may have triggered this behaviour?			
How did you try to de-escalate the situation?			
What was the child/young person's response?			
Why did you believe it was necessary to restrain the child/ young person?			
<input type="checkbox"/> To prevent or stop harm to themselves		<input type="checkbox"/> To prevent or stop harm to others	
<input type="checkbox"/> Damage to property– Please specify		<input type="checkbox"/> Other – Please specify	

<i>Describe exactly what happened (i.e. which restraints were used and by whom, why it was absolutely necessary, strictly proportionate and what your 'Honestly Held Belief' was, other steps taken to gain assistance)</i>				
<i>How long was the child/young person restrained?</i>				
<i>How was the child/ young person helped back to calm state of regulation?</i>				
<i>Did anybody sustain an injury? If so, what did you do?</i>				
<i>SLT informed (Name/ Date/ Time)</i>				
<i>Who consulted the child/ young person and when?</i>				
Signed:				
Date/Time:				
Pupil Statement:				
Name				
Signed				
Date				
Parent informed (Please date)				
<input type="checkbox"/> Face to face	<input type="checkbox"/> Telephone	<input type="checkbox"/> Email	<input type="checkbox"/> Letter	<input type="checkbox"/> Text/ Messaging system
Action Points for Risk Assessment				
<i>Was the practice in keeping with existing risk assessment and behaviour support plan?</i>				
<i>What can we learn regarding the child/ young person's behaviour from this specific incident?</i>				
<i>What actions are to be taken to avoid a repeat of this behaviour?</i>				
<i>Incident Review Meeting Date:</i>				
Signed: <i>(SLT member)</i>		Date:		

Appendix III – Home/School Communication Protocol (inc. Parent Escalation Form)

Home/School Communication Protocol: Sharing and Resolving Parental Concerns

If you have a concern in relation to your child and school, this Home/School Communication Protocol provides a guide as to how you can share your concerns in order to reach a prompt and effective resolution.

Step 1	<p>Please discuss your concerns with your child's Class Teacher. They are the first port of call for most matters and are often the best person to work with you to help resolve an issue.</p> <p>You can ask to speak to your child's Class Teacher at the end of the school day or you can ask the School Office (by email, in person or by telephone) for an appointment to meet with your child's Class Teacher. Class Teachers are also happy to speak over the telephone and appointments can be made through the School Office in the same way.</p>
Step 2	<p>If you wish to escalate a concern after speaking to your child's Class Teacher, you can ask to speak to the applicable Phase Leader:</p> <p>EYFS – Mrs McConnell KS1 – Miss Price KS2 – Miss Heath</p> <p>The Phase Leader will consider your concern and review the response given by your child's Class Teacher.</p> <p>You can ask the School Office (by email, in person or by telephone) for an appointment to meet with the applicable Phase Leader. Phase Leaders are also happy to speak over the telephone and appointments can be made through the School Office in the same way.</p>
Step 3	<p>If you consider that the matter is not yet resolved, please escalate your concern to Mrs Noone (AHT) or Miss Preedy (AHT). They will consider your concern and review the responses given by your child's Class Teacher and the applicable Phase Leader.</p> <p>You can ask the School Office (by email, in person or by telephone) for an appointment to meet with Mrs Noone or Miss Preedy. These Senior Leaders are also happy to speak over the telephone and appointments can be made through the School Office in the same way.</p>
Step 4	<p>If your concern remains unresolved despite following Steps 1, 2 and 3, you can make a complaint using the Complaints Policy (available on the website). Mrs Yorke (Headteacher) will deal with the complaint in accordance with this Policy.</p>

Parent Escalation Form

If you wish to escalate a concern, please complete the Parent Escalation Form below. The appropriate member of staff will be in contact as soon as practicable and within one week.

Your Name	
Relationship to Child	
Child's Name	
Child's Class	
Step <i>(please provide what step you have reached in resolving this concern)</i>	
Date	
Please provide a brief summary of your concern	
Please provide a brief summary of the action already taken by the School	
What do you think should happen in order to resolve your concern?	

Please email this Parent Escalation Form to: enquiry@stmaryrc.bham.sch.uk