

BEHAVIOUR FOR LEARNING POLICY

1. Rationale

It is essential for pupils to experience positive relationships with staff and with each other so that the aims of the Academy can be realised, producing effective teaching and learning.

2. Aims

- 2.1 To ensure that good behaviour and positive attitudes are encouraged and are rewarded appropriately by all staff.
- 2.2 To ensure that staff have shared, high expectations of pupil behaviour.
- 2.3 To ensure that staff expectations are communicated clearly to all pupils.
- 2.4 To ensure that unacceptable behaviour and negative attitudes including bullying are discouraged and that a range of appropriate sanctions is available to all staff.
- 2.5 To ensure a commitment by staff to working with pupils, parents and outside agencies to bring about changes to inappropriate pupil behaviour.

3. Objectives

- 3.1 The school code will be displayed prominently in all classrooms and around the Academy.
- 3.2 Teachers will remind pupils of the code during lessons, and, when appropriate, during tutor sessions and acts of worship.
- 3.3 To ensure that all related Policies are implemented, including Rewards, Anti-Bullying, Anti-Racist and Equal Opportunities.
- 3.4 Staff will use the strategies in the document Promoting Positive Behaviour at Selwood, regarding appropriate and inappropriate Behaviours (Appendix I).
- 3.5 The Assistant Head (Behaviour and Inclusion) will support Pastoral and Curriculum Team Leader work with individual tutors when dealing with inappropriate behaviour in accordance with the Behaviour Policy Stages.
- 3.6 Where necessary relevant staff will contact parents and liaise with outside agencies.

4. Procedures and Practice

These are contained in the:-

1. Anti-Bullying Policy (Appendix VIII)
2. Anti-Racist Policy (Appendix IX)
3. Physical Intervention Policy (Appendix X)

Appendices:	Appendix I	Promoting Positive Behaviour at Selwood
	Appendix II	Behaviour for Learning Code
	Appendix III	Restorative Conference procedure
	Appendix IV	Strategies to manage inappropriate behaviour
	Appendix V	Consequences for disruptive behaviour
	Appendix VI	Behaviour intervention structure
	Appendix VII	Confiscation of inappropriate Items

Appendix I

Promoting Positive Behaviour at Selwood

At Selwood we work towards pupils developing an understanding of rewards offered by:

- a stimulating curriculum
- positive attitudes
- aspirational role models
- mutually respectful relationships
- pride in the outcome

To ensure that Selwood appreciates the success of all our pupils in the areas of:

- effort
- achievement
- citizenship

We use a range of rewards to:

- encourage pupils to repeat behaviour because they have positive outcomes
- contribute to pupils' self-esteem – which nurtures their emotional, social and academic development
- help to establish and nurture positive relationships between teachers and pupils

a) Non – verbal praise - consists of smiles, thumbs up, stickers, stamps etc.

b) Verbal Praise - this can range from a quiet word to more 'public' recognition in class, or in assemblies. Verbal praise can be given to, and by, everyone.

c) Display of Pupils' Work - to show pupils, staff, parents and visitors that we value the work and the pupil, and are proud of their success.

d) Role of Monitors - to show pupils they are trusted to be capable and responsible within each tutor group, monitors can be given position of responsibility. There are also a variety of monitor posts in each year group.

e) Sharing - Pupils may share a particular task or behaviour with others: tutor group or set group, tutor, a chosen adult, Pastoral Team leader, Member of the Leadership team.

f) Certificates - Range of certificates from Tutors, Pastoral Team Leaders and Leadership Team to acknowledge the specific success.

g) Achievement Point System - Pupils are awarded achievement points for anything positive; from good work to being a good member of the community. The Rewards System involves pupils being given achievement points for good attendance, attainment, progress and positive behaviour and participation. Pupils will receive a postcard or certificate when awarded a set number of achievement points. These will be handed out by PTL's in block hall assemblies. In addition a letter will be sent home to inform parents, signed either by the tutor, PTL or Headteacher.

Responsible Committee:

Date Last Reviewed:

Due to be Reviewed:

Teaching and Learning Committee

January 2017

January 2018

Rewards

Praise Postcard	25 Achievement Points
Merit Certificate	50 Achievement Points
Bronze Certificate	100 Achievement Points
Silver Certificate	150 Achievement Points
Gold Certificate	200 Achievement Points
Platinum Certificate	250 Achievement Points

- h) Celebration Assemblies** - These will take place three times a year (Christmas, Easter and Summer) where Individual Subject, Tutor, Pastoral Team Leader and Leadership Awards will be presented. Achievement, effort and progress across the curriculum will also be recognised.

Rights

The School believes that the following rights apply to all within Selwood Academy:

- all pupils have the right to learn
- all teachers have the right to teach
- everyone has the right:
 - to feel safe;
 - to be listened to and be treated with respect;
 - to be treated fairly;
 - to be free from discrimination

We, as a community, agree to the following rights and responsibilities:

- to learn and let others learn;
- to show respect for others and their property;
- to arrive on time, equipped ready to work and dressed correctly;
- to follow instructions straight away

Appendix III

Restorative Conference Procedure

The aim of a conference is to facilitate communication and dialogue which restores and promotes reconciliation.

It seeks to achieve agreement and reparation through dialogue between all those involved in an incident where harm has occurred.

Restorative conferencing separates the person from the wrongful acts, but it is essential that she/he admits that she/he has caused harm.

Three main strands to conferencing are:

1. Full restorative conference

- The facilitator (trained community volunteer) is consulted if it is felt that RJC could be beneficial in resolving conflict, relevant information is gathered and the facilitator decides if a conference is appropriate. If so, participants are seen by the facilitator who will also see the parents/carers if necessary. The format of the conference is explained and a date is then arranged.
- At the conference each person in turn is asked how he or she feels about the incident and who has been affected.

Important features of restorative conferencing:

- The facilitator remains neutral.
- The 'wrong doer' is given a chance to put things right.
- An agreement is drawn up, all present sign and are given a copy.
- Admittance should be made that harm has been caused.
- Emphasis is placed on restoration and reparation.
- It is seen as a positive experience.
- Some form of reparation made.

2. A short conference may be used in less formal situations – usually two pupils and the facilitator

The above principles apply

- It is briefer than a full conference.
- The incident is discussed and questions asked following the format of the full conference.

3. In and around the Academy

The language of restorative conferencing can be used in many situations in and around the Academy with a pupil whose action has impacted adversely on another, it can challenge the pupil to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

The emphasis of restorative conferencing is active participation in a meaningful way, which encourages pupils to take responsibility for their actions.

Interventions may be necessary at Selwood.

However it must be remembered that:

- all children behave inappropriately at some time
 - no child behaves inappropriately all of the time
 - good role models
 - inappropriate behaviour is learnt and can be unlearnt
 - the teacher is an 'authority figure', the pupil must comply with reasonable requests
 - relationships built on trust and respect are crucial – stress and conflict can prevent learning occurring
 - schools, and the staff in them, make a difference
- a. **Praise** - for those pupils who have adhered to the rules and routines.
 - b. **Use of Non-Verbal Reproof** - e.g. eye-contact, shake of the head, body language, tone and gesture combine to create a powerful message.
 - c. **Pause** - to draw attention to a direction that might otherwise be lost.
 - d. **Tactical Ignoring** - decide what can be ignored and how you are going to ignore it. For example by simply ignoring what a student is doing while at the same time acknowledging pupils who are doing the right thing. Giving a brief instruction before ignoring eg "Annie...(pause)...when you have put your hand up then I will help you" followed by turning away will also tactically ignore the inappropriate behaviour.
 - e. **Using Directional Statements** - these should be simple and brief eg "Geoff...(pause)... facing this way and listening...thanks."
 - f. **Use of Rule Reminders** - rules are a key aspect of preventative planning and should be phrased positively. They can then be used eg "Carl...(pause)... we have a rule for asking questions please use it. Thanks."
 - g. **Partial Agreement** - to be used when a student is disagreeing with, or challenging a teacher. Focus on the immediate behaviour and avoid arguing eg "Perhaps you were only getting a pencil Janette, and I'd like you to go back to your seat now". Be a broken record if necessary.
 - h. **Distraction and Diversion** - can be used to stop any disruptive or off-task behaviour eg "Ali...(pause)...can you show me your work, thanks."
 - i. **Refocus Questioning** - eg "How's it going Tim? What does this graph show?"
 - j. **Use of "when... then" Direction** - this conditional direction puts some of the ownership of the behaviour back with the pupil. For example, "When you've finished this writing then you can do your drawing."
 - k. **Take up Time** - give a pupil time to comply with your direction. This can be done by turning away, breaking eye contact etc.
 - l. **Give Choices** - give the student direct responsibility for their actions by using an If... then... direction. For example, "If you don't complete this work during the lesson, then you'll need to stay back at break to finish it." It is important that you follow up with the given choice.
 - m. **"Time Out"** - Change of place, and a clear explanation of the behaviour required for the pupil to return to their original seat. This may be the completion of a task or a time period of appropriate behaviour. The change of place may be in another classroom where the teacher is operating a buddy system.
 - n. Consistent application of the Consequences for Disruption to Learning.

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Appendix V INTERVENTION FOR POOR BEHAVIOUR / EFFORT IN CLASS



C1

Teacher gives warning and writes pupil's name on the board. (Once only)



C2

Break or lunchtime consequence/reflection meeting between teacher and pupil
Teacher writes note in link book and records on SIMS.

HOF to deal with repeat C2



C3

PM detention with class teacher. Teacher phones home to arrange the detention and records on SIMS.

C4

Removal to Inclusion Room.
SLT to be called for the following:

- Disruption to learning beyond repair
- Inappropriate language used directly at a member of staff
- Aggression towards pupils or staff
- Assault on a pupil or member of staff

PM detention (C3) with class teacher if pupil fails to turn up or behaves inappropriately.
Teacher phones home to arrange the detention and records on SIMS.

HOF/PTL PM detention if pupil fails to turn up or behaves inappropriately.
Teacher alerts Pupil Support. PS phones home and records on SIMS. HOF/PTL records detention attendance.

SLT action if pupil fails to turn up or behaves inappropriately.

Follow-up action required by class teacher and HOF/CTL.
(Additional PTL action if disruption occurs in more than one subject area).

SLT action.

Pupil responds positively. Behaviour in class improves.



No further action.

Pupil's behaviour does not improve or deteriorates.
OR
Pupil identified as underachieving due to poor effort/attitude to learning.



HOF/CTL report.

PTL action if pupil on more than one HOF/CTL report .

SLT action if pupil fails to respond positively to HOF/CTL report.

Consequences for inappropriate behaviour around school

Extreme behaviour

- Report immediately to SLT duty staff

Other behaviour

- Issue an F4 detention and/or report to the tutor/PTL as appropriate.

[PTL detention/intervention where appropriate]

Appendix VI Behaviour Intervention Structure

Pupil behaviour is monitored weekly through weekly behaviour report by Tutor, CTL's and PTL's. Pupils who need intervention are identified through consultation and analysis of behaviour information. Any patterns are to be noted. (Tutor, PTL)



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RESPONSIBILITIES

Assistant Headteacher with responsibility for inclusion will lead the inclusion provision and strategy

The tutor will:

- monitor behaviour of all members of the tutor group
- support the pupils verbally and by use of the pupil target report
- encourage and praise students for good behaviour
- give guidance on how to behave
- liaise with parents as necessary
- work with teachers, Pastoral Team Leaders and SLT to enforce the school code of behaviour fairly, consistently and effectively
- monitor Achievement Points and respond as necessary
- be involved in regular pastoral reviews
- check the Link book on a weekly basis to communicate with home

The teacher will:

- liaise with parents regarding student attainment & behaviour
- follow behavioural procedures to achieve consistency across the school
- implement appropriate awards & sanctions
- work with tutors, Pastoral and Curriculum team Leaders and SLT to enforce code of behaviour fairly, consistently and effectively
- take responsibility for the behaviour of pupils in their lessons

Curriculum Team Leaders will:

- ensure that the school rules are enforced consistently and fairly within their area
- follow the procedures in order to achieve good order and effective learning within their area
- implement rewards and sanctions as appropriate
- support staff as necessary when there are implementing the school rules
- take responsibility for the behaviour of pupils in their area

Pastoral Team Leaders will:

- monitor trends and patterns of behaviour and keep records of behaviour for certain individuals
- work with all staff to modify pupil behaviour as necessary
- liaise effectively with the outside agencies to support pupils and parents
- model and maintain high standards of behaviour within the school
- ensure that positive behaviour is modelled
- distribute rewards and apply consequences as necessary
- hold regular pastoral reviews
- meet parents with the student
- refer to the Senior Leadership Team for very serious incidents or if a student is failing to modify behaviour when all the strategies have been implemented

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Appendix VII

Confiscation of Inappropriate Items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from students:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Pastoral team Leaders will pass confiscated items to the main reception unless obliged to hand them to the police.

2) **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

Weapons and knives must always be handed over to the police otherwise it is for the Pastoral Team Leaders in consultation with the Senior Leadership Team to decide when and if to return a confiscated item.

Who can Search?

The Headteacher, or a member of school staff who is authorised by the Headteacher

- a) You must be the same sex as the student being searched; and authorised by the head teacher. But:
- b) There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched.

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Appendix VIII

Anti-Bullying Policy

1. Rationale

This policy adopts the definition of bullying agreed by the Frome Community Learning Partnership: "Bullying is a wilful, conscious and repeated act which aims to hurt, threaten or frighten someone." Bullying will not be tolerated.

2. Aims

- 2.1 To promote co-operative and sensitive behaviour.
- 2.2 To create a climate in which pupils feel safe to talk about bullying.
- 2.3 To ensure a consistent whole-school approach to tackle bullying.
- 2.4 To engage parental support and assistance.

3. Objectives

- 3.1 To include a programme of behaviour education throughout the curriculum.
- 3.2 To give opportunities for pupils to discuss behavioural matters.
- 3.3 To nurture trusting relationships between pupils, parents and Academy staff.
- 3.4 To provide information and training for staff to achieve consistency of approach.
- 3.5 To work closely with parents through the home/school partnership and a clear statement of commitment and guidance in the Academy prospectus.

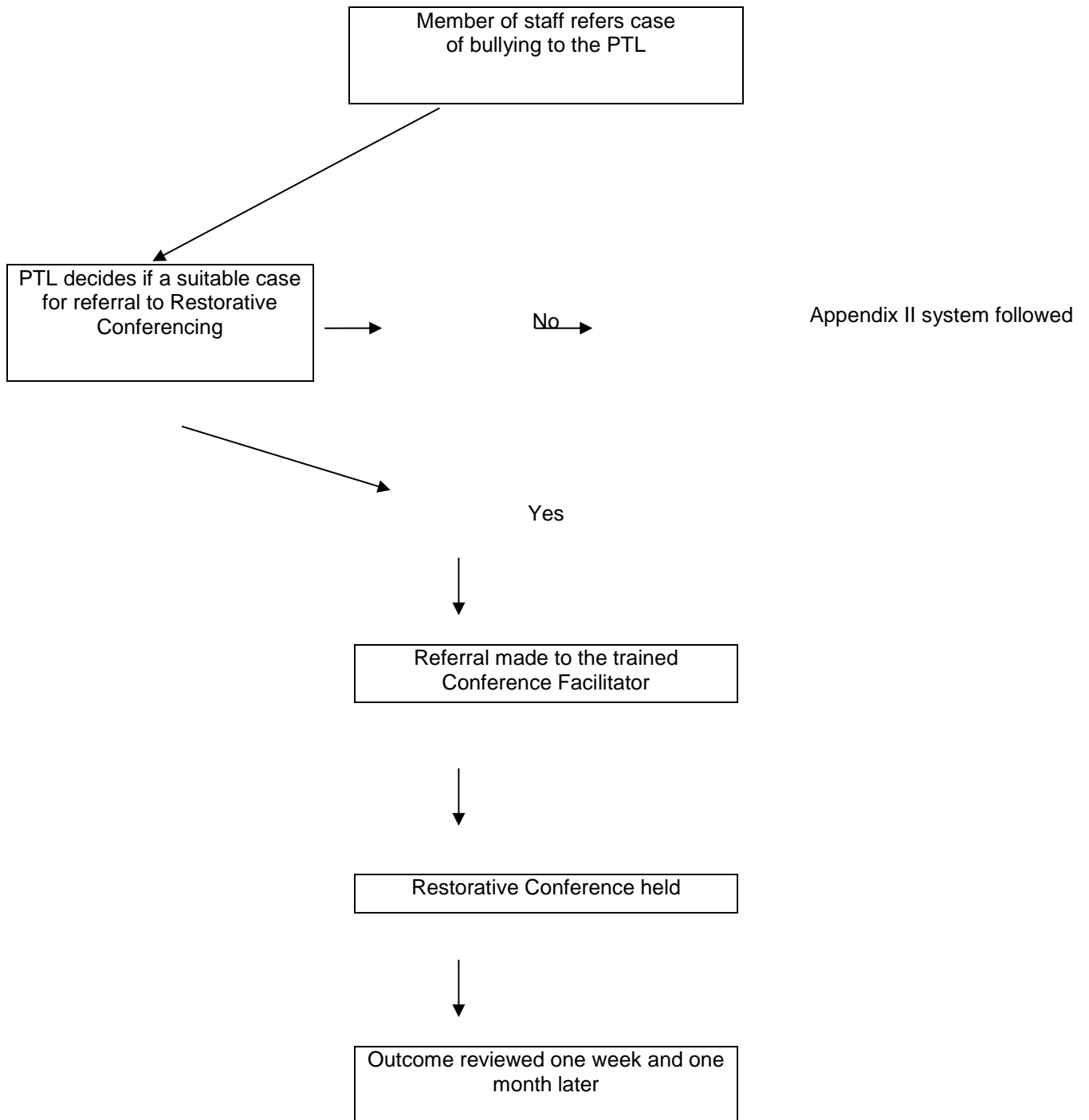
4. Procedures and Practice

- 4.1 Opportunities to promote responsible behaviour will be identified throughout the curriculum and particularly through Citizenship and Acts of Worship.
- 4.2 Any reported bullying will always be taken seriously.
- 4.3 Staff will report cases of bullying to the Year Head.
- 4.4 The Pastoral Team leader will follow the appropriate course outlined below
 - a. If the 'bully' accepts responsibility a Restorative Conference is set up (Appendix I).
 - b. If the 'bully' does not accept responsibility, the route outlined in Appendix II is followed.
- 4.5 The statement of commitment and guidance in the prospectus will be reviewed annually.

Appendices: Appendix i – Bullying flowchart
Appendix ii– Guidance on dealing with bullying

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Anti-Bullying Policy Appendix i



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Guidance on dealing with bullying Appendix ii

Research suggests that the following approach is most likely to achieve a long-term change in behaviour:

- 1 Take an account from the victim and really listen/empathise. The details may be less important than the approach. Note down the feelings and allow the victim to express these at length. Inform the appropriate Pastoral Team Leader (PTL) and decide who will deal with the situation. Contact the parents, explain the process that will be adopted and seek to encourage their support.
- 2 Convene a meeting of those involved with the bullying - no more than six to eight pupils. Where one or two are the chief instigators include observers and any who collude by failing to intervene. Always allow the victim to be accompanied by a supporter.
- 3 Explain the problem as seen by the victim and recount their story in a way that clearly communicates their distress and any other feelings.
- 4 Do not attribute blame but state that you know members of the group are responsible and can do something about it.
- 5 Ask all the group members if they can make some suggestions about ways in which they might help. Older children could use a problem-solving approach while younger children might find it more helpful to think of ways in which the story might have a "happy ending". List all the ideas and leave it there. Work towards an assurance of more caring behaviour to others in the future.
- 6 After about a week meet with key members of the group individually to gauge how things are going. If there are continuing concerns liaise with the appropriate PTL. PTLs will liaise with the member of LMT with responsibility for pupil behaviour. Keep parents informed of progress.
- 7 A principle to be conveyed throughout this process is the belief that the pupils involved are not "bad", are capable of kind behaviour and they will help the person who has been bullied.
- 8 The PTL, in consultation with the AHT, may choose to issue a sanction depending on individual cases.

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Appendix IX

Anti-Racist Policy

1. Rationale

Our Academy is committed to racial equality and justice. The Race Relations Act makes it unlawful to discriminate against someone, directly or indirectly in the field of education. This policy supports the Academy's equal opportunities policy.

2. Aims

To tackle all forms of racist prejudice, harassment and discrimination.

3. Objectives

- 3.1 To eliminate unlawful discrimination.
- 3.2 To promote equality of opportunity and good relations between persons of different racial groups.
- 3.3 Racist behaviour or harassment will not be tolerated whether or not intentional.
- 3.4 To encourage children to report racist behaviour.
- 3.5 To raise awareness and understanding of the impact of racism.
- 3.6 To ensure policy and procedure are known, understood and implemented fully by all staff.
- 3.7 To maintain a written record of any racist incident.
- 3.8.1 To promote the appreciation of ethnic diversity.

4. Procedures and Practice

- 4.1 All staff to be vigilant in dealing with overt or hidden racism.
- 4.2 Commission for Racial Equality (CRE) guidelines (see appendix I) will be used to classify any racist incident.
- 4.3 Any report of a racist incident will be taken very seriously and recorded.
- 4.4 Any racist incident will be dealt with following a standard procedure (see appendix II).
- 4.5 A copy of the record will be passed to the Headteacher.
- 4.6 Staff training will be made available for effective implementation of this policy.
- 4.7 Through the curriculum, children will be encouraged to appreciate ethnic diversity and global citizenship.
- 4.8 The Academy will promote equal opportunity and overtly condemn racism in all its forms.

Types of Incident: CRE Suggested Guidelines

LEVEL

- I Physical attack of a racist nature
- II Physical threats of a racist nature (including damage to property)
- II Verbal abuse including name-calling, racist jokes and offensive mimicry (intentional and repeated)
- II Incitement of others to behave in a racist way
- II Racist graffiti or any other written insults
- II Provocative behaviour, such as the wearing of racist badges or insignia
- III Bringing of racist materials, such as leaflets, comics or magazines into the Academy including accessing materials from the internet
- III Refusing to work with, excluding or undermining people because of their ethnic origin or background
- III Verbal abuse, including name-calling, racist jokes and offensive mimicry (unintentional/one off)
- III Any disrespect towards difference, eg food, music, dress or customs
- III Comments of a racist nature unrelated to the immediate subject matter in the course of discussion during a learning activity

LEVEL I and II are deliberately racist and therefore more serious. A pupil responsible for LEVEL I and II and repeated LEVEL III incidents must be referred to the Headteacher.

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Anti-Racist Policy Appendix I

Standard Procedure

INCIDENT REPORTED: immediate action to ensure safety and well being

INVESTIGATION:

LEVEL I AND II: report details to the Pastoral team Leader

LEVEL III: warn and record on SIMS, Record in Racist Log (LS), Inform Pastoral Team Leader and the Headteacher

ESTABLISH RACIAL INTENT:

Non racial: see DEALING WITH OFFENDER below

Racial: establish whether recurrent, intentional or unintentional

SUPPORT FOR VICTIM: involve and inform victim of action: consider apology from offender: where recurrent or intentional consider a support group, parental involvement and counselling

DEALING WITH OFFENDER:

Non racial or unintentional: treat as LEVEL III above and inform of consequences of recurrent behaviour

Recurrent or intentional: follow procedure in Behaviour and Bullying Policy: inform relevant staff: parental involvement: consult with Headteacher if exclusion or police referral possible outcomes

RACIAL HARASSMENT INCIDENT FORM: to be used for all recurrent or intentional incidents and a copy sent to EDS

VICTIM FOLLOW UP: within 1 month and again in 6 months - record of meeting kept

Responsible Committee:

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Appendix X

Physical Intervention Policy

1. Rationale

All members of staff who may have to intervene physically with pupils must clearly understand what is acceptable, what is not and the options and strategies open to them.

2. Aims

To clarify the Academy's approach to physical intervention and give specific guidance to those staff whose responsibilities involve a duty of care to children. To summarise the Local Education Authority's (LEA) policy and guidance on physical intervention.

3. Objectives

- 3.1 To ensure all staff understand the Academy's approach to physical intervention.
- 3.2 To create and maintain a safe and secure school environment.
- 3.3 To assist in planning to ensure potentially difficult situations are avoided.
- 3.4 To maintain a system of reporting and recording physical intervention by staff.
- 3.5 To identify specifically staff who may use physical intervention under this policy.
- 3.6 To refer to the detailed policy and guidance issued by the LEA.
- 3.7 To explain the implications of this policy to parents.

4. Procedures and Practice

- 4.1 The Academy discourages staff to have physical contact with pupils except where staff may be vulnerable to an accusation of a failure of duty of care.
- 4.2 Physical intervention must be used as a last resort when all other reasonable steps have been taken to ensure the safety of pupils and staff.
- 4.3 Physical intervention must never be used as a form of punishment, and should not be used in a way that might reasonably be expected to cause injury.
- 4.4 Staff are expected to follow the procedures in the Academy's Behaviour Policy which gives clear guidance on the use of sanctions and promotes an ethos which supports the dignity and safety of pupils and staff.
- 4.5 Physical intervention must be reported at the earliest possible opportunity to the Headteacher and a 'Major Incident Report Form' completed.
- 4.6 All staff employed at the Academy, including supply teachers, are deemed to have control or charge of pupils, have a duty of care for them and thereby may use physical intervention in the circumstances indicated in this policy. A risk assessment will be completed by any person who is deemed to have temporary responsibility when taking pupils out of the Academy.
- 4.7 The detailed Department For Education guidance (2013) will be available in the staff room and an additional copy held in the Resource Centre, the Staff Resource Base. Training for relevant staff will be given.
- 4.8 The prospectus will summarise the Academy's approach to physical intervention.

5. Review and Evaluation

- 5.1 Governors' Teaching & Learning Committee will review and evaluate this policy.

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Selwood Academy's approach to Positive Handling

Key words: Defuse... De-escalate... Divert

1. Staff to be a real presence around the Academy before the day, at break times and at the end of the day.
2. Staff to make a point of talking to pupils while on duty, to smile at them, to generally establish a calm, caring ambience and making pupils feel valued.
3. Use de-escalating language, e.g. if a child arrives late to class or enters clearly distressed, calmly find a moment to talk quietly to them, to establish the reasons.
4. Supply teachers to be given a handout on key pupils and appropriate strategies to be followed in the likelihood of their misbehaving.
5. Avoid entering into a shouting exchange with pupils. Calmly explain why their behaviour is unacceptable.
6. Using distracting techniques can help to reduce pupil stress, which can then lead to a calm discussion of the correct sanctions. Distracting techniques can include ignoring, or talking about other, non-stressful matters.
7. Apply the **HELP** technique: **H**ear their story; **E**xplain why certain action had to be taken; **L**ink the feelings of the child with the member of staff to show that both parties have feelings. Separate the person from the behaviour; **P**lan together to find ways forward.
8. Only as a last resort should any form of physical restraint be used, using the 'Caring Cs'. If a member of staff sees two children fighting, the first response should always be to make sure they see you and verbally instruct them to stop. Usually, this has the desired effect.

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