



Care & Control Policy

September 2025

To be reviewed September 2028

Introduction

This care and control policy incorporates Liverpool's 'Violence Prevention Education' strategy and complements the 'Special Needs Policy'. It has previously been known as the behaviour and discipline policy. This policy has been revised in light of care and control training and staff discussion following the training.

There are five building blocks to social development:¹

- Trust
- Autonomy
- Empathy
- Initiative
- Self-esteem

By developing these attitudes in relation to the curriculum the children can begin to develop their own rules for behaviour and strategies for dealing with challenging behaviour.

Schools are now required to have policies and procedures for dealing with harassment and bullying. Additionally, schools are expected to log and monitor racist incidents.²

There are many forms of behaviour which can affect others and these may or may not be experienced directly by the children in school, but during their life they will be confronted by anti-social behaviour which will affect them, specifically;

- Harassment and bullying
- Racism and bullying
- Racism and violence
- Sexual harassment/bullying
- Disability and harassment

Our commitment to a positive self-image is reflected in our school aims, our curriculum policies and the ongoing curriculum we provide. To develop the curriculum the children are observed closely, their strengths focused on and consistent support provided.

As we make provision for effective learning, we create an atmosphere of respect and trust for all children, so that they are able to reflect these attitudes to those around them, as well as the place that they play and learn in.

This is achieved by purposeful play, meaningful challenges and by developing strategies to help the children to manage their behaviour, through personal problem solving techniques.

¹ "Supporting Young Learners" Ed by NAN. Brickman, L.S. Taylor

² Stephen Lawrence Inquiry Recommendations, Home Secretary Action Plan 1999

In practice this means:

- Setting clear guidelines for appropriate behaviour with all children.
- Children are encouraged to take responsibility for their own actions.
- Using praise and encouragement wherever possible and appropriate, helping the child to see that we care for them whatever they do, even when we do not like their actions.

Present strategies for dealing with incidents of challenging behaviour

To create an atmosphere of respect requires setting clear guidelines for appropriate behaviour. When an incident of challenging behaviour occurs the following strategies are employed as appropriate to the individual child. This is not a hierarchical list.

General strategies (ongoing)

- The children and the members of the class team draw up class rules at the beginning of the school year.
- Expectations for appropriate behaviour are made explicit i.e. the children are made aware of the daily routine, noise level and general conduct during the session.
- Reinforcing class rules throughout the year, redrafting and adding to the rules if necessary.
- Incidents of challenging behaviour are diffused if possible with diversionary tactics.
- Praising good behaviour.
- Making it explicit to all children that everyone tidies up after themselves.
- Encouraging the 'injured' child to confront the child that has hurt or distressed them to explain why they are upset by their behaviour.
- Encouraging the parents to become partners with the staff and children to maintain our high standards of behaviour.

Unacceptable behaviour

By setting clear guidelines for appropriate behaviour, we can enable the children to work towards taking charge of their behaviour. To do this there needs to be a clear definition of appropriate and inappropriate behaviour. It has been agreed that the following are not acceptable in our school:

- Any act of aggression towards any child, member of staff, visitors, or to themselves.
- Inappropriate language, including language that may not be understood.
- To be racist/abusive to an individual's culture, family background etc. directed at other children or members of staff.
- Not responding to class rules or requests. (This is associated with the class rules that

are drawn up by the children and members of staff).

Specific strategies for dealing with ongoing behavioural difficulties

Sometimes when prevention strategies and reinforcing the class rules do not resolve a child's conflicts and frustrations, a direct and systematic approach is helpful. This can be achieved through problem solving techniques rather than adult imposed control or 'punishment'. By working through the various approaches the children can become aware of how the choices that they make can help them to manage their behaviour.

While this can enable most children to function in a classroom setting, sometimes members of the class team find themselves spending a disproportionate amount of time dealing with the difficulties of challenging behaviour from a few children.

Specific strategies:

- Encouraging the parents to become partners with the staff and child/ren to help them modify their behaviour.
- Working through strategies with the parents/careers.
- Reasoning and explaining to the child to the child the inappropriateness of their behaviour.
- Talking through the inappropriate behaviour with a member of the class team and developing a way of challenging their behaviour, i.e. short-term restrictions on areas of play as agreed by the child and members of the class team.
- Removing a child from an activity with the understanding that they can return when their behaviour has been modified.
- Taking advice from outside agencies, (Health Visitor, SENIIS, Educational Psychologist, CAMHS etc)

The following strategies should be used with reference to the "Policy for the control and restraint and physical contact with pupils" and the Liverpool ELLS "guidance for the use of force to control or restrain pupils" (attached to this policy).

- Restraining a child to withdraw them from an activity.
- Withdrawing a child to calm them down.
- Restraining a child by holding them to calm them down.

The following procedures may contribute to ongoing behavioural strategies:

- Taking it in turns to be the adult stopping the behaviour when it occurs.
- Spending time with the child during calmer moments.
- Physically supplying the control that the child lacks (please refer to policy and "Guidance notes for the use of force to control or restrain pupils" attached to this policy).

- Recording the frequency of the behaviour, looking for patterns. (This provides information for the Special Needs Folder with regard to ongoing behaviour difficulties).
- The daily routine can be used to help the child control their behaviour i.e. reminding them that there are choices at different times of the routine, “It’s time to tidy up now and when you have finished it’s milk time and then we can go out to play.”
- Help the other children understand their own feelings and the ways in which they could deal with unpredictable behaviour i.e. “Tell ---- that you don’t like that.” “What would you do if someone broke your model?”
- Look for ways in which the child could take responsibility for their behaviour, by helping to repair the object they have damaged or helping to clean any mess that they have made.
- Involve the parents in the process of finding ways to challenge established behaviour. This is perhaps the most difficult part of dealing with the procedure and judgement should be made as to whether every incident of challenging behaviour is to be reported to the parents after the initial reporting of any difficulties. If the only point of contact with the parent is to talk about their child’s behavioural difficulties this can be demoralising for the parent and could cause them to avoid talking to the class team on a regular basis. Reports to parents will be regular and will attempt to inform parents of positive behaviour as well as that which is causing concern.
- Setting time limits for the challenging behaviour. “We will try this for x weeks/until half term. If we don’t see any improvement we will ...”
- Anticipate that certain strategies may have to be repeated several times over a long period of time before results can be seen.
- If the situation does not improve outside agencies (Such as the Educational Psychologist Services through NEYS) can provide useful information and support.

Persistence and patience are eventually rewarded!

There are links between the “Care and Control Policy” and the “Special Educational Needs Policy”. The first indication of a child’s behavioural difficulties may be seen in the number of incidents that have been recorded in the child’s records. These re-occurring incidents are often linked to low self-esteem and working on increasing a child’s self control and positive self-image can develop this. The incidents should be assessed as to frequency, intensity, nature and duration by parents and staff.

Working with parents

“Promoting good behaviour goes beyond simply maintaining order. It also involves assisting children to grow up with a clear view of what is right and wrong and helping them appreciate the needs of others and the society around them.

In doing this, schools should seek the support of parents.” ³

³ “Pupil Behaviour and Discipline” Summary of DfES circular 1994

It is the school policy to inform parents that their child has been involved in an incident of challenging behaviour. When an incident occurs the following strategies are employed as appropriate to the individual parents/careers.

- Incidents are reported as quickly as possible, preferably on the day it occurs. This is one of the reasons that there is a need for a reliable daytime contact number.
- Parents should be informed away from other parents, in confidence and as discreetly as possible.
- If possible the parents should be contacted directly and not through a third party.
- Parents should be listened to with regard to any concerns about their child.
- Parents should be informed of the behavioural policy and procedures.
- Parents should be involved with record keeping regarding ongoing behavioural difficulties.
- Positive behaviour should also be reported as often as possible to ensure that parents do not become wary of talking with staff.

Ensuring Equality

The Race Relations Act 1976 as amended by the Race Relations (Amendment Act 2000) gave public bodies a statutory duty to promote race equality. This came into effect on 31st May 2002.

With direct reference to the 'Act' our policy and procedure with regard to disciplining pupils and managing behaviour to pupils from all racial groups are;

We see all children as being individual and unique. Challenging behaviour demonstrated by *any child* is due to their individual needs and will be treated as such. This is central to our school philosophy and the core of our belief that each child has their own special and additional needs.

Rewards and sanctions are used consistently with all children.

Exclusions are very rare but there are procedures in place to monitor possible future exclusions to see if there are any patterns or trends.

As part of our behaviour and discipline procedures the following strategies are employed:

- Antecedents to behaviour are monitored.
- Behavioural patterns are monitored for time of session/week, frequency, children involved, class area and behaviour exhibited.

This policy is linked to the following policies and documents available on our website:

[Behaviour Policy](#)

[Abercromby Values](#)

[SEND policy](#)