

GOLDINGTON GREEN ACADEMY



BEHAVIOUR AND DISCIPLINE POLICY

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

We believe:

That every child has the right to a safe, secure, and caring environment in which they are able to learn and develop to their full potential

Intent of the policy

We aim to provide for every pupil the opportunity to:

- Feel valued and to develop a positive self image.
- Develop a sense of respect and care for others and their property.
- Develop self discipline and a sense of responsibility towards others
- Learn what is acceptable behaviour and to know the difference between right and wrong.

'We believe that when the adults change, everything changes because
Communication is defined by the response that it gets'.

At Goldington Green Academy, we are **'ready, respectful and safe'**.

We look after ourselves, each other, our school and our community,
that's the GGA way

Things you can expect from adults:

- To use the hands up signal for silence
- To model and expect wonderful walking
- To use positive, calm voices
- PIP and RIP (Praise in Public, Reprimand in Private)

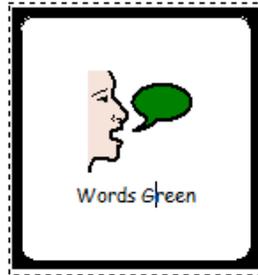
We will promote Growth Mind-set through meaningful thanks and praise. We believe in recognition for good behaviour, not rewards unless pupils need this.

Things we expect from pupils:

- To be ready, respectful and safe.
- To look after yourself, each other, our school and our community
- To do this by using green choices including green words and hands

All children are taught to recognise and use Green Hands and Green Words – these are positive behaviours which show our school values. Children are taught to use the vocabulary of green (good) and red (negative) behaviours.

The following symbols are used to support green behaviours



These aims will be promoted and implemented by all staff in the following ways:

a) By our own example:

The way adults treat and respect others is a key factor in maintaining good standards of behaviour and discipline in school. We need to ensure that we always set high standards for ourselves and for colleagues. Smile, greet and listen to colleagues and pupils, show that you value the contribution of everyone in the school. Visitors should always be treated with the same respect and courtesy and always made to feel welcome. All adults will treat pupils consistently, calmly and fairly. At Goldington Green we do not shout or use sarcasm. We focus on positive reinforcement rather than negative sanctions, although we recognise and implement consequences that are proportionate, restorative and appropriate. We also avoid labelling pupils, recognising that it is the behaviour we are challenging, not the child themselves. As part of this we do not jump to conclusions but investigate any incidents fairly.

b) By recognising and praising effort and good behaviour in children.

- Using 'Good to be Green' certificates, stickers and purposeful praise.
- Sending positive news slips home
- Putting children's achievements in the Golden Well Done Book
- Using displays to show that every child's best efforts are valued
- By nominating children for the Headteacher's reward afternoon tea.
- Awarding house points.
- Sending children to show good work/behaviour to other teachers, the Headteacher or the Deputy Head.
- Inviting parents in to see good work or tell them about good behaviour/ attitude. ..
- Nominating children for the Headteacher's, half termly Letter of Commendation.

c) By expecting all pupils to recognise how to take care of themselves, each other, our school and our community

- Encourage children to reflect on whether their behaviour shows our standards of 'Ready, Respectful, and Safe' and giving them opportunities to change behaviours.
- Give opportunities for restorative actions if needed.
- All pupils will be expected to wear correct uniform at all times, including for PE... Year 5 and 6 are expected to wear their blazer and tie unless staff give them permission to remove them. Jewellery and hats indoors will not be tolerated.

All classes will have an age appropriate display reminding children of

- Our values
- Our code of conduct
- Any 'classroom rules' which the class teacher co creates with the children

We recognise that some pupils may have additional needs meaning that they struggle to regulate their own behaviour. Any child needing additional support with behaviour will have a specific plan and strategies agreed with the SENDCO.

We have a Housepoints system, designed by the MPs. This aims to motivate positive behaviour. All the children at Goldington Green Academy are in a house team. These teams are represented by a colour and a 'Values Superhero'. Children will be in these houses for their whole time at GGA.

House points can be awarded to any pupil at Goldington Green Academy by any member of staff. *The house points are a positive behaviour strategy and cannot be taken away.* The house points are recorded in each classroom and at the end of the week each class adds up the total number of house points. The winning house for each class is placed in a winning box and these are shown on a leaders' board.

The winning house

At the end of each half term the house with the most points will earn a reward of a non-uniform day.



If children do show negative behaviours the following will be followed:

- Spoken to discreetly and reminded of expectations. Staff will ask them to reflect on whether their behaviour is showing they are 'ready, respectful or safe' or if they are taking care of themselves, others, our school or our community as appropriate. They will be given a choice of an appropriate behaviour or the potential consequence.
- If the behaviour continues they will be given a warning of the consequence and a reminder of what to do.
- If the behaviour continues, after an age appropriate time, a second warning will be given.
- If the behaviour continues they will have an appropriate and proportionate consequence.
- If the behaviour continues the child will be told they have 'crossed the red line'. This will mean they are sent to the Assistant Headteacher.
- If the behaviour is serious or continues a child will then be sent to the Deputy Head and parents/ carers called. A sanction will be put in place and support agreed.
- The final step is being sent to the Headteacher which is likely to result in an suspension.

All pupils in the school, including those in Conifer Class will follow the behaviour policy, however some may need adaptations which will be identified in a personalised behaviour support plan which will be shared with parents/ carers.

Year 6

In Year 6, further consequences are in place to ensure the children are adequately prepared for their transition to secondary school.

- If a child has 'crossed the red line' and sent to the Assistant Headteacher, they will be given a warning.
- If the red line is crossed a second time, a letter informing parents of their behaviour will be sent home.
- If the red line is crossed a third time, parents will be informed that the child needs to attend an after-school detention the following day.
- If the red line is crossed a fourth time, the child will be put 'on report' for two weeks. A meeting will also be arranged between the Assistant Headteacher and Deputy Headteacher and the child's parents.
- If negative behaviour still continues, this may lead to an internal suspension.

In Year 6, there are also consequences in place linked to uniform, homework and quality of learning.

Uniform

- If a child in Year 6 is not wearing full correct school uniform, a letter will be sent home to their parents via the child.
- On the second occurrence, the parents will be contacted and the child will be asked to go home to collect the correct school uniform.
- On the third occurrence, the child will spend their lunchtime with their class teacher.

Homework

- If a child in Year 6 does not bring in their homework by the deadline, they will be expected to complete it that lunchtime.
- On the third occurrence of this, a letter will be sent home to parents.
- If homework is not brought in a fourth time, the parents will be contacted and informed that the child needs to attend an after-school detention the following day.

Quality of learning

In Year 6, any work which is not completed to a sufficient standard, given the class teacher's knowledge of the child, should be completed to standard at breaktime or lunchtime.

   
What happens if my behaviour is red?

 + 
Reminder and choices

• Rectan

 
1st Warning

 
2nd Warning

 
An adult will give me a consequence

 
Sent to the Assistant Headteacher.

   
Sent to Mrs Timms. Your family will be phoned.

  
Sent to Mrs Skingsley. You may be excluded.

Zero Tolerance:

There are certain behaviours which will cause significant risk of harm to the pupil or others. These will not be tolerated. Although each incident will be treated individually they are highly likely to result in suspension. This includes

- Bringing weapons (or an object deemed to be used as a weapon) to school, even if there is no proven intent to use it.
- Bringing illegal substances to school
- Assault, leaving a victim requiring medical support
- Leaving site
- Forming a gang, bullying or any serious name-calling should also be reported immediately at the first offence and will be address in line with the Anti Bullying Policy.

Any incident, which is perceived as racist or prejudice related and causes offence, will be dealt with according to our guidelines. See Equality of opportunity & Equality policy. **Any incident of a serious nature should always be reported to a senior member of staff who will take the appropriate action.**

If any child threatens to take themselves off school premises or does so, the following procedures should be adhered to:

- One adult remains with the child to talk with them
- One adult contacts the parent and also the Police or community Police team
- Senior Leaders should be informed of the situation
- At no time should any adult chase after a child on foot and/ or restrain a child unless in accordance with the Physical Intervention Policy.
- Visibility and location of the child should be maintained at all times by one adult as far is reasonably possible.

Staff must accept collective responsibility for supporting children in such circumstances and there will be a need for flexibility by all.

Dealing with prejudice related incidents:

Any incidents involving homophobia, transphobia, racism or discrimination based on any of the protected characteristics (Equality Act 2010) are dealt with in line with our 'Prejudice Related incidents' policy.

Our key ethos is prevention and education. As such we ensure that our curriculum is diverse and representative. We use texts and resources which positively portray people with a range of heritages and different families, including the Stonewall posters.

To support children and families identifying as LGBTQ+ we ensure that diverse families are positive represented in stories, curriculum and whole school attitudes. We work alongside specialist providers to ensure children are taught to respect and value others, regardless of orientation. If the word gay is used negatively all staff have a shared script which is used to address this:

'In our school it's ok to use the word gay

- to mean happy or carefree
- to describe two people of the same gender who love each other

It's not ok to use it

- to mean something that's rubbish or to hurt someone's feelings. We don't use 'gay' in that way in our school.

All staff receive training around inclusion and how to teach the antiracism and antihomophobia curriculum and our approach is shared as part of induction.

Recording:

All negative incidents are recorded. All logs are monitored and analysed by the Deputy at least half termly.

Appendix A: If pupils require additional support a risk assessment may be undertaken by the Deputy Head.

Appendix B: If a child is presenting challenging behaviours they will be placed on a Behaviour Support Plan which will ensure all staff use consistent support strategies.

Appendix C: Occasionally a child requires positive handling to help them stay safe, if this is a regular need a 'positive handling plan' will be completed by the Deputy Head.

Incidents which occur outside of school:

If incidents of negative behaviour involving pupils from Goldington Green occur out of school hours or beyond the school premises, we will follow the DFE Guidance 'Behaviour and Discipline in School' January 2016. This means that if we are made aware of incidents when pupils are not under the lawful control of a staff member, we will inform parents or carers as appropriate, for them to support or discipline their children.

If the incidents are criminal or raise safeguarding concerns we will liaise with the appropriate authorities.



EXCLUSION and SUSPENSION POLICY

Philosophy

We believe that suspension of a pupil from school is a serious matter and that it is a final step only to be taken if all other strategies have failed. We cannot imagine that suspension would take place for any reason other than extreme aggression or disruption that leads to concern for the safety and well being of pupils and or staff. The governors are aware that well-being covers the educational as well as the emotional and physical welfare of children witnessing and affected by such extreme behaviour.

Policy

In the case of a pupil suspension the school follows the procedure as outlined in Bedford Borough Council's Circular.

The behaviour and discipline policy clearly sets out the code of conduct expected of all pupils. All staff are in agreement with this policy and implement it consistently so that pupils understand what is expected of them and know the boundaries for behaviour. Through this approach Goldington Green Academy aims to

- promote self-discipline
- a respect for authority
- an understanding of the rewards of good behaviour and the consequences of poor behaviour

The Behaviour and Discipline policy will always be applied. Sometimes as a last resort, after support has failed or as a result of a one off severe incident, suspension or permanent exclusion may need to be considered. If teaching and learning is severely impacted we may need to apply a fixed term suspension.

Serious incidents such as violent or aggressive behaviour e.g. assault, possession of weapons or drugs may result in a permanent suspension.

Any suspension or permanent exclusion is always authorised by the Headteacher, in her absence the Deputy will contact the Headteacher to seek authorisation and then follow the necessary procedures to implement it.

Procedures for suspension

- The school will ensure good working relationships with parents/ carers of pupils who have been suspended.
- The school will ensure procedures are in place to reinstate excluded pupils as soon as possible.
- Goldington Green Academy will provide educational work for pupils who have been suspended on a fixed term suspension.
- In any one school year the Headteacher can suspend a pupil for more than one period up to, but not exceeding 45 days.

- The Headteacher -reserves the right to move straight to a permanent exclusion if the actions of a pupil endangers the safeguarding of themselves, other pupils, school staff and property.
- The Headteacher reserves the right to vary the length of a suspension dependent upon the age or stage of a pupil in line with the related procedures.
- The Headteacher reserves the right to vary the length of a suspension dependant on the severity or frequency of an offence.

Responsibilities

- The Governing body retains responsibility for the effective implementation, monitoring and evaluation of this policy.
- The Headteacher holds the authority to make the decision to suspend or exclude. When making the decision the Headteacher will
 - undertake a thorough investigation into any alleged incident by considering all available evidence
 - keep a written record of all the stages of the investigation and any signed witness statements
 - Investigate whether the incident involves any breach of the school's equal opportunities policy or involves any racial or homophobic prejudice.
 - Consult with the relevant people
 - Consider alternatives to suspension
 - Decide on the length of suspension
 - Inform parents/ carers and the relevant authorities immediately
- During the period of suspension the school will continue to provide education for the pupil and plan for reinstatement once the suspension period has ended.

Good working relations will be established with parents/carers of pupils who have been suspended.

A pupil may be permanently excluded if

- All other strategies have failed.
- The offence was a serious one-off offence such as
 - Serious actual or threatened violence against a pupil or member of staff
 - Sexual abuse or assault
 - Supplying or possessing an illegal drug
 - Carrying an offensive weapon
 - Any other serious offence as determined by the Head teacher.

Zero Tolerance:

There are certain behaviours which will cause significant risk of harm to the pupil or others. These will not be tolerated. Although each incident will be treated individually they are highly likely to result in suspension. This includes

- Bringing weapons (or an object deemed to be used as a weapon) to school, even if there is no proven intent to use it.
- Bringing illegal substances to school
- Assault, leaving a victim requiring medical support

Please read in conjunction with the Equal Opportunities policy and the DfE Statutory guidance: Exclusion from maintained Academics September 2017 (updated September 21).

Monitoring

This policy will be reviewed annually or as necessary by the F&GP.

GOLDINGTON GREEN ACADEMY



Please read in consultation with the Safeguarding policy.

PHYSICAL INTERVENTION POLICY

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

1. RATIONALE & PURPOSES

We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support, empower and keep children safe. The foundations of this are

- Building relationships of trust and understanding
- Understanding triggers and finding solutions
- If incidents do occur, defusing them or distracting the child wherever possible

Children and young people need to be safe and aware of how they should behave. Some children (generally only a few and only very occasionally) lose control and need someone else to help them to regain it. Children need to feel contained. They need to know staff are able to control them safely and confidently.

Our pupils almost always respond well to the school rules and systems. Situations in which physical intervention may be needed are therefore likely to be relatively few in number.

All our staff need to be safe and confident in how they manage inappropriate behaviour. They have to be clear about the options open to them when all the normal systems have failed or when there is a clear emergency in which, for example, talking calmly to someone in danger is irrelevant. They need to be free of undue worries about the risks of legal action against them if they use appropriate physical interventions; and need to know that we and the LA will offer support if they are challenged.

Parents need to know that their child and those who are teaching her or him are safe and free from disruptive influences or danger. They also need to know that they will be properly informed if their child is the subject of physical intervention; and they need to know the nature of the intervention and the rationale for its use.

This policy connects to and is consistent with our other Policies, especially those on Behaviour Management, Health and Safety, and Child Protection, to which reference can be made. That on Behaviour Management covers the broader scene; this one is about a small part of that scene.

Our approach: 'Prevention is better than cure'

We always try to avoid using physical interventions and regard them as a last resort in a tiny minority of situations. Behaviour is viewed in relation to the following four areas. All of these are taken into account when managing behavior in school.

- Classroom Management
 - Placement of pupils e.g. seating arrangements
 - Placement and availability of resources
 - Preparation and planning of lessons
 - Preparation and planning of resources
- Curriculum
 - Teaching and learning styles
 - Appropriate, applicable and challenging content
 - Differentiated to individual children
- Behaviour management
 - Knowledge of individual pupils
 - Creation of positive environments
 - Effective use of rewards and sanctions
 - Positive handling
- Social management

- Sensitivity to flash points
- Awareness of potential problem areas
- Consequences that are consistent to the individual's understanding and experience
- Building positive relationships between staff and children

We provide an engaging, creative and differentiated curriculum that provides appropriate levels of challenge to all pupils, and maintain an effective school behaviour policy that is known and understood by all staff and pupils. As a result, behavior is generally very good. Physical intervention is then our method of last resort, after all other approaches have been tried or in situations of clear danger or extreme urgency. We utilize only the minimum force required to resolve the situation safely. How we respond always has regard to the circumstances and to the age and understanding of the child or young person.

Where there is a foreseeable risk that a pupil could behave in such a way as to require restrictive physical intervention we undertake a risk assessment in order to balance the risks to the pupil and to others of intervening or not. Planning is also undertaken to see if trigger situations can be avoided and other positive strategies employed to lessen the likelihood of such incidents occurring.

2. GUIDELINES & RESPONSIBILITIES

a. Who may use physical intervention and when

The law allows teachers, and other persons who are authorised by the Head Teacher to have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.' (Education Act 1996, Section 550A)

Rachel Clay and Hayley Fox are authorized TEAM TEACH trainers, and ensure that school staff are trained and certified. In this school the following staff (in addition to teachers employed at this school) are authorised by the Headteacher to have control of pupils and must be made aware of this policy and its implications:

- Administration staff
- Learning Support Assistants
- Play Support Assistant
- Site team
- Lunchtime supervisors
- ICT Technicians
- Catering staff

In addition. The Headteacher may give temporary authorisation to, for example, parent helpers on school trips, or to centrally employed support staff working with pupils.

School staff are also, like anyone else, allowed to use reasonable force (the minimum necessary) to defend themselves.

We take the view that staff are not expected to put themselves in danger; and that removing pupils and themselves from a source of danger is a proper thing to do. 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. However, we do not require them to go beyond what is reasonable. In particular it is acceptable for any member of staff to decide that they will not use physical intervention for personal reasons.

b. Acceptable Physical Interventions

Reasonable force is not defined legally in isolation. It must be justified as appropriate by the circumstances. We use only the minimum force that is needed to restore safety or appropriate behaviour; and we take account of the age, understanding and gender of the pupil.

Acceptable forms of intervention in this school include:

- leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the center of the back;
- holding a pupil who has lost control until they are calm and safe using TEAM teach holds
- physically moving between and separating two pupils using TEAM teach strategies if possible;
- blocking a pupil's path;
- use of reasonable force to remove a weapon or dangerous object from a pupil's grasp;
- where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' — for example to prevent a pupil running into a busy road or hitting or hurting someone;
- Using more restrictive holds in extreme circumstances.

It is also acceptable for doors to have double or high locks to ensure pupil safety, or for external doors to be locked for security purposes, if a member of staff is always with the pupils in such circumstances. Seclusion alone in a locked room is not permitted. If a child is in a distressed or 'red state' where they are manifesting physical violence, they may be guided to a safe room where they can be calmed. In line with the OFSTED recommendation "Any use of isolation which prevents a child leaving the room of their own free will, should only be used in exceptional circumstances if it reduces the risk presented by the child to themselves and others'. The door will not be locked however adults may hold the door shut in order to maintain the safety of the child and others, if there is reasonable threat that people would be hurt if the child left the room. If this happens an adult will remain in the room with the child if possible. If this would put the adult in danger, they will remain just outside and ensure they are able to see the child and maintain their safety. This would occur for a reasonable time period, dependent on the time needed for the child to calm. Throughout this period, adults would follow the child's

individual behaviour plan strategies. If a child did not have one, a behaviour plan would be created after such an incident.

Staff may move, defend themselves, lead, restrain or block someone, bearing in mind the whole time their own safety as well as that of others and of the child who is the subject of any restraint or other intervention.

It is **unacceptable** and likely to be illegal or grounds for disciplinary action for staff to use any physical intervention designed to cause pain or injury including:

- any form of corporal punishment, slapping, punching or kicking;
- holding by the neck or collar, or otherwise restricting the ability to breathe;
- holding by the hair or an ear;
- twisting or forcing limbs against a joint;
- tripping up a pupil or holding an arm out at neck or head height to stop them;
- holding a pupil face down on the ground or sitting on them;
- **shutting or locking a pupil in a room**, except in extreme situations whilst summoning support or preventing danger of injury.

Staff should also avoid touching or holding a pupil in a way that might be considered indecent.

Physical interventions are not in general used to achieve a search of clothing or property even if we had good reason to believe that a weapon or dangerous drugs were being concealed.

c. Using Physical Intervention

Except in cases where there is immediate danger we would normally try other ways of resolving or de-escalating a situation. These could include:

- using the de-escalation strategies on the behaviour log
- calmly re-stating the rules and expectations for the situation;
- removing other pupils from the situation and thus from danger of from being an audience;
- use of physical proximity, but not in a threatening way;
- use of physical 'space', giving the child enough room or space so that they feel less threatened or trapped by a situation
- encouraging the pupil to withdraw to a safer and calmer situation;
- Calling another adult for support or to take over.
- Using certified team teach holds if appropriate and in the **child's best interests**
- **Restraint that inflicts pain should never be used**
- **Restraint should never be used as a punishment**

Adults should remember that the following principles govern our management decisions:

- It is essential that adults remain objective and calm in both speech and actions, and listen and respond quietly to the pupil so as not to exacerbate the situation when managing disruptive children
- Staff should maintain positive attitudes that are constructive. Refer to

previous achievements and promote self esteem

- Staff should clarify options and consequences with the child
- Staff should create diversionary activities wherever possible in order to dispel aggression and anger.

If more than minor physical intervention is judged to be necessary the teacher or adult in charge should;

- send for the assistance of another adult (for support or to take over, and as a witness);
- remove other pupils from the scene if possible;
- continue to talk calmly to the pupil explaining what will happen, and under what circumstances the physical intervention will cease (but not in a threatening way);
- use the minimum force necessary and cease the intervention as soon as it is judged safe;
- Not act punitively in any way verbally or physically.

In some circumstances we may consider it appropriate to call the police.

Following a significant incident of physical intervention, when a pupil has resisted or challenged and force has been used, the teacher or adult responsible should as soon as possible inform a senior member of staff. We acknowledge that such events are stressful for both pupils and staff and both parties will need time to recover, with the chance of de-briefing and resolving the situation.

A full written account of the incident will be made by the member of staff concerned and recorded in the Bound and signed book in the Deputy Head's office.

The report will contain:

- name(s) of pupil(s) concerned, when and where the incident occurred
- Names of staff or pupils who witnessed
- The reason why force was needed
- How the incident began and progressed, who said what, who did what
- What was done to calm things down
- What degree of force was used? What kind of hold, where and for how long
- Pupil's response and the outcome of the incident
- Details of any injury to any person or damage to property

It must be signed and dated by the member of staff and countersigned that it has been read by the Deputy and Head teacher

- discuss the incident with the pupil as soon as possible;
- interview staff involved and any other witnesses;
- inform the pupil's parents/carers and social worker if relevant;
- record any disagreements expressed by the pupil or adults about the event
- Take any appropriate further action, liaising with LA, governors, or unions

as appropriate, and acting within the LA's Child Protection Procedures.

We report incidents to the link Governor for Behaviour and Attendance in outline without identifying the pupil.

d. Planning for Physical Intervention

Where we think a pupil might require physical restraint we plan in advance and know who will do what. This planning includes helping pupils to avoid provoking situations, helping them find success and minimise frustration, and develops our own skills. It also helps us see better where we can head off difficulties when we spot them and preempt them early enough. Forms in appendix B will be used and a child friendly behaviour plan will be created. The plan will include:

- parents and the pupil views and to ensure that they are clear about what specific action the school might need to take;
 - a risk assessment that considers carefully the likely outcomes to the pupil and others of undertaking intervention or not;
 - managing the pupil (e.g. reactive strategies to de-escalate a conflict, at what stage and what type of holds to be used):
 - Identifying key staff who should know exactly what action they should be taking. Any member of staff who may have to use a physical intervention should always be fully briefed about the child in question, and it is best if they are well known to the child.
- ensuring that additional support can be summoned if appropriate;
 - Identifying training needs and updates.

e. Training

We are clear that training of staff is vital in this area if we are to be seen to adopt best practice and maintain a record of safe management of all school situations. We therefore make budgetary allowance for the following kinds of training:

- General training on behaviour management, for all staff (not just teachers)
- Training on avoiding and coping with crisis/difficult/physically challenging events,
- Certified Team Teach accreditation for staff using these techniques.

We believe that skills need to be developed and renewed and therefore use training programmes that provide `top ups' and extensions. We only use courses on restraint that are accredited by BILD (British Institute for Learning Disabilities).

TEAM TEACH state that 'Team Teach Techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally,

and these are not to be seen necessarily as a failure of the professional technique, but a regrettable side effect of ensuring that the service user remains safe' George Matthews Director of Team Teach

f. Who need to know what?

Everyone connected with the school should know of the existence of the policy and feel free to study it in detail if they wish or need to do so. However, not everyone needs to know about specific incidents. The chart below sets out the information.

	About the policy	About a specific incident
Governors	Yes	Not generally and never all governors
Parents	Yes	About incidents relating to their own children
Staff	Yes	About any incidents involving pupils they may have charge of
Pupils	Yes	Only those they witness
LA Health and Safety Team	Yes	Normally annual report
Unions	Yes	If informed by members

g. Complaints

We hope that by adopting this policy and keeping parents well informed should help to avoid the need for complaints. Any disputes that do arise about the use of force by a member of staff will be dealt with in accordance with the LA Child Protection Procedures, a copy of which is available in school. This could in some circumstances lead to an investigation by police and social services.

Complains about this policy should be directed to the head or chair of governors.

References Reference can be made to the following documents:

- April 2018 OFSTED 'Positive Environments where children can flourish'
- DFE-00295-2013- 'Section 550A of the Education Act 2013: The Use of reasonable force in schools'
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Advice from unions and professional associations
- British Institute of Learning difficulties (BILD): Code of Practice for Trainers in the Use of Physical Intervention
- 'Behaviour and discipline in schools: advice for headteachers and school staff', Department for Education, 2016;
www.gov.uk/government/publications/behaviour-and-discipline-in-schools.
- 'The special educational needs and disability code of practice: 0 to 25 years', Department for Education and Department of Health, 2015;
www.gov.uk/government/publications/send-code-of-practice-0-to-25.

Appendix A: Pupil Risk Assessment

Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Deliberate Accidental Involuntary D/A/I	Seriousness Of Outcome A 1/2/3/4	Probability Of Hazard B 1/2/3/4	Severity Risk Score A x B
Harm to Self				
Harm to Peers				
Harm to Staff				
Damage to property				
Harm from Disruption				
Criminal Offence				
Harm from Absconding				
Other Harm				
Other Harm				

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Risk Management Plan

Name	Class	Date	Review Date
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Photo	Potential Triggers / Key Themes
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What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Signature of School rep..... Date

Signature of Parent / Carer.....Date

Name: Photo Class:	Things which help me: -	Things which don't help me: -
Strategies to use: New strategies: - .		
If ... has an outburst: -		
Strategies to Avoid:		



POSITIVE HANDLING PLAN

Pupil:

D.o.B.

Year:

Pupil's Strengths and Interests

Detailed description of behaviours which has led to the completion of PHP

Behaviour	When does this occur?	Who is affected?

Agreed Strategies for support and intervention

Ways of defusing behaviours which are used prior to using positive handling techniques

- Planned ignoring
- Verbal advice and support
- Reassurance
- Calm body stance
- Negotiation
- Distraction [known key words, objects, interests etc.]
- Choices and consequences
- Take up time
- Time out [child or adult directed and location]
- Withdrawal [indicate if this refers to class or pupil]
- Other [please specify]

Medical conditions to be taken account

Handling Strategies

Monitoring and Recording Incidents

- Inform parent/carer
- Complete incident report form
- Send copy to County Hall
- Complete Health and Safety Records
- Review incident with everybody involved

Signatures

School staff	Date
Parent/Carer	Date
Discussed with pupil	YES/NO
Pupil signature [if appropriate]	Date

**This policy will be reviewed annually by the F&GP
Committee.**

Reviewed date: January 2022

Next review date: January 2023

Staff responsible: Rachel Clay