

BEHAVIOUR MANAGEMENT POLICY

Windrush Primary School is an inclusive school, committed in policy and practice to the recognition of the equal value of each member of the community and to equality of opportunity for all. Windrush Primary School believes that good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Good discipline is the responsibility of the child, parents/carers and staff.

1 OUR AIMS

Staff and Governors believe that effective learning takes place when:-

- Good behaviour is consistently and positively encouraged and valued by all stakeholders (child, parents, staff and governors).
- Anti-social behaviour is consistently and positively discouraged and instead negotiation is encouraged between individuals
- Children develop self- esteem and understand the value of mutual respect
- Each child is aware that adults have the highest expectations of the child both in terms of achievement and behaviour both in and out of school.

Our policy aims to present a system of rewards, sanctions and strategies for developing children's self-esteem that is linked to agreed codes of conduct. This is then applied consistently throughout the school.

2 Ethos

We recognise the value of:

- Clear information to children, staff, parents and governors
- Rewarding good behaviour and discouraging unacceptable behaviour
- Consistent practice throughout the school.
- Linking rewards and sanctions to established codes of conduct
- Fostering a warm, supportive climate within an orderly and structured environment
- High expectations of behaviour made explicit
- Working closely with parents in matters relating to children's conduct

3 Teaching and learning

We also recognise the interrelationship between effective behaviour management and effective teaching and learning strategies. The latter are dealt with in full in our teaching and learning policy. In brief, research has shown that certain features of effective teaching have a direct bearing on effective behaviour management as follows:

- High expectations of the achievement of all children
- Acceptance of only the best of and from pupils
- Belief that all pupils can learn
- Positive attitudes exhibited towards pupils
- Provision of large amounts of on-task time
- Significant time spent on active teaching
- Use of a wide range of instructional strategies

4 Parent Partnership

We believe in working in close partnership with parents/carers to foster positive forms of behaviour for our children. At the beginning of Nursery or when new children join the school a home-school agreement is signed by the Head teacher and the parent/carer and the child. It is then returned to the school, stamped and sent home to be kept for reference. This agreement outlines our code of conduct which all signed members must adhere to. Parents should be kept informed as much as possible both about behaviour which meets the expectations of the school as well as that which gives cause for concern. Postcards may be sent home to inform of special effort, application or improved behaviour. In Nursery an intimate care is also signed by parents and staff as appropriate.

5 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 Role of the Parents/carers

The parents/carers have a responsibility to support the school behaviour management policy and share this with their child.

The Role of the Child.

All classes have input on shared values and expectations and all children are responsible for following these.

The Role of the Staff

All staff within the school have a responsibility to adhere to the behaviour management policy.

6 INFORMATION, EXPECTATIONS, PRACTICE AND PROCEDURES FOR ALL THE STAFF

School staff provide clear guidance to children on the appropriate behaviour for any given space in the school; e.g. classrooms, playgrounds, corridors, dining hall etc. Children are asked to contribute to the formulation of this guidance.

7 Behaviour Policy in the Nursery

The aims and ethos of the behaviour management policy are upheld and applied in an age-appropriate way as follows:

- Children in the Nursery are encouraged to behave in a manner suitable for working together in a community.
- The aims of behaviour management are achieved by positive interaction and providing examples of good behaviour
- Our expectations are made clear to the children by discussion and by using other children and ourselves as role models.
- Parents are involved in our behaviour management by discussing and by acting as role models.
- Children are discouraged from playing fighting games
- We have a weekly circle time where all children have an opportunity to talk and the expectation is that everyone participates by listening and taking turns to contribute. The children can share something about themselves, or about what they have done, or their feelings, with the group.
- In this way, it is our intention to prepare our children for the expectations of the behaviour policy in the Primary School.

Please also see the Nursery Behaviour Policy

8 Behaviour Management Policy in the Primary School

It is essential that staff familiarise themselves with the expected behaviour in any part of the school and always act to enforce correct behaviour.

From Nursery to Year 6 we follow the Jenny Moseley theme of 6 golden rules which are the same for every class. At Windrush we call them our classroom values as these underpin the way we expect every child to behave.

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

- 8.1 Each class will have a weekly circle time to foster skills in association with the Jigsaw PSHE scheme

9 SYSTEMS OF REWARDS

All rewards should be linked to children adhering to the agreed rules or codes of conduct

9.1 Keeping Green cards:

- In Reception children who keep their green card all day will receive a “Good to be Green” sticker at the end of the day.
- In Year One, children who keep their green card all day will receive a “Good to be Green” sticker at the end of the day for the first term, after the first term pupils who have been green the whole week receive an ‘I’ve been green the whole week’ sticker.
- Year 2 -6 Children who keep their green card all week will receive an ‘I’ve been green the whole week’ sticker.

9.2 Class rewards

- Gold cards are given to children for “Wow” moments – excellent answer, a personal achievement, outstanding work. When a gold card is given the child must be sent to a member of the SLT to be given a special sticker.
- In Reception and KS1 stickers will be used for immediate praise. (If teaching whole class for example; names can be written on board and stickers given out at an appropriate time)
- In Reception classes there will be ‘Sticker time’ before lunch and the end of the day to reward good work and behaviour. Children are awarded ‘star of the week’ and given a commendation certificate

In KS2 a “Best Guess” system is used. Children will write their name on a number on a 100 square and at the end of the week 3 numbers are chosen and those children will receive a prize (pencil/rubber/bubbles etc. from Poundshop. The frequency of these ‘best guesses’ will be up to the discretion of the teacher.

Good work/behaviour postcards are also sent home weekly to children in each class. The amount sent home is 3 postcards per class.

9.3 Heads of School

For exemplary work/behaviour a Heads of School’s sticker/reward wristband is given. A lunch is held with the Head/Deputy for those children nominated in the Commendation assembly (see below)

Reception children attend the Commendation Assembly as the year progresses, until this point Commendation certificates are awarded in class.

10 SYSTEMS OF SANCTION

Warnings are given for minor incidents. Continual chatting, calling out on the carpet or not completing enough work in lessons can be dealt with in class by a range of other strategies. Please talk to your Year group leader for any further support or consult this document.

At Windrush we use the behaviour management system called "It's good to be green." Three colours of cards are involved in the system- green, amber and red. There is also a coloured card placed behind the green card

10.1 Reception and Year 1(until Christmas)

Warning	Action	Sanction
First verbal warning		
Second warning	Blue card is removed	
Third warning	Green card is turned vertically. (To be turned back after lunch)	
Fourth warning	Green card is removed and yellow card is inserted	5 minutes time out given in class
Fifth warning	Yellow card is turned vertically	10 minutes time out in another class/or phase leader when available
Sixth warning	Red card*	Sent to Head/Deputy or other member of SLT if appropriate

The cards are used in two sessions, morning and afternoon for Reception and Year 1 (until Christmas). At lunchtime all cards that had to be turned or replaced with amber and red will return to green for the start of the afternoon. This allows children who struggled with their in the morning to have a fresh start in the afternoon.

In Reception, emphasis is placed on talking with children about their behaviour; if a child has been spoken to and displays the same behaviour repeatedly a yellow card and time out may be given to that child. An adult would speak to the child at the start and end of time out explaining why they were on timeout. If the inappropriate behaviour continued the child would be taken out of class to another class for time out.

10.2 Years 2-6

Warning	Action	Sanction
First verbal warning		
Second warning	Green card is turned vertically and blue card removed.	

Third warning	Green card is removed and yellow card is inserted	5 minutes time out given in class
Fourth warning	Yellow card is turned vertically	10 minutes time out in another class/or phase leader when available
Fifth warning	Red card*	Sent to Head/Deputy or other member of SLT if appropriate

*Red cards should only be given as a last resort and should not be the end result of a series of continual chatting or other minor class disruptions.

If a child has been sent to the Head or Deputy with a red card, the expectation is that the pupil is accompanied to the office by a member of staff with a list of the 6 warnings that have led up to the red card (the proforma for this can be found on Fronter).

The Head will then talk to the child about their behaviour and will call the parents/carers to inform them that their child was sent out of class. The pupil will then spend a full academic day outside the Head's office.

Individual incidents, which fall out of the realms of the 'normal' steps of behaviour, must be referred to the Head/Deputy and Parents informed as soon as possible.

10.3 Other sanctions which all staff can apply to children

- Verbal disapproval and correction. This should relate to the deed and not to the person. As the responsible adults, we should be setting the standards of interacting, showing respect and modelling constructive ways of dealing with potentially negative situations, for example: withdrawal of privileges or responsibilities, change of place in the classroom.

10.4 Useful strategies for all staff

- Always use children's names and insist on them using your name not just 'miss' or 'sir'. Greet the children each day by name and say good-bye to them individually as often as possible.
- Insist on good manners and ensure as an adult that you always use "Please" and "Thank you"
- Occupy rather than contain a bored child..... otherwise he or she can soon become a disruptive child.
- Talk to children, **never shout at them**. If you speak quietly and slowly children will invariably respond accordingly.
- Give praise and encouragement as often as you can. Catch them being good!
- Treat children fairly as often as you can - short term investment of time investigating, enabling you to be as fair as possible, will reap long term rewards in terms of their trust and respect for you.
- Be positive rather than negative wherever possible. Avoid 'don't'!.....e.g. 'Would you play outside please' rather than 'don't play in the hall!'
- Wherever possible talk through problems with children. Treat each child with respect and expect them to treat you in the same way.
- Anticipate problems before they happen and try and prevent them.
- Try to divert a difficult child into a different activity so occupying him/her rather than

having to punish.

10.5 Avoidance of negative situations and confrontations

No member of staff should use an inappropriate voice. NEVER use verbal abuse or swearing. Use a calm, firm, and wherever possible a quiet voice - this establishes you are in control. We are models of responsible behaviour and social skills not only in the way we speak with children, but also with each other. When speaking to children always ask yourself the question, "Would I like to be spoken to in this way?" If the answer is 'no' then it is likely to be inappropriate. Always try and be aware of correcting. Shouting should not be used as a way of communicating as it is counterproductive. It could be used occasionally as a way of making a point, never as a usual way of addressing anyone.

All members of staff are aware of the regulations regarding the use offered by teachers, as set out in DFEE circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers at Windrush do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions we take are in line with Government guidelines on the restraint of children.

10.6 Special Educational Needs Provision

Some children may have a special need which impacts on their social, emotional or mental health and as such may exhibit particular traits of behaviour. Due to this Windrush school will take account of their needs. These children may have an alternative behaviour plan which will be discussed and agreed with parents, staff, agencies and where possible the child. (please refer to 10.15)

10.7 Raising self esteem

Children can be given the chance to redeem themselves and by doing so will be helped to feel better about themselves. Regular 'telling off' without any strategies does scar children. Punishment should be seen as a debt to pay off; once over, everybody concerned in the incident should put it behind them and the emphasis should be on beginning once more to meet the targets set and reaping the rewards of success.

NB If behaviour is continuously persistent the child should be referred to the Heads of School.

10.8 PLAYTIME AND LUNCHTIME BEHAVIOUR MANAGEMENT & SANCTIONS

Lunchtime supervisors occupy a very special role during a significant time in every child's school day. Supervision of children is based on the same principles of valuing good behaviour as in classroom behaviour management. All adults in the school are accorded the same level of value and respect. Teachers and midday supervisors help the children to be occupied constructively during their leisure time by:

- Teaching and joining in playground games
- Encouraging the children to care for playground equipment and to use it responsibly
- Helping children to resolve disputes constructively and fairly
- Helping children to relate to each other and to adults with mutual respect and care
- Using the buddy system.
- Time out against the wall is used- maximum time 5 minutes in KS2. 2/3 minutes in KS1.

11 EXCLUSIONS.

Exclusion is an extreme sanction and is only administered by the Head of School (or, in the absence of the Head, the Deputy Head who is acting in that role).

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

There are three types of exclusion that Windrush Primary School may use:

- **Internal exclusion** – This is a temporary exclusion whereby the child remains within the school setting but is excluded from their class. They will be seated in an area of school with work to complete and will be supervised by staff. Parents will be notified of this exclusion (this is not recorded on their school records).
- **Fixed term** – This is a temporary exclusion of between ½ day and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year. This exclusion is recorded on the child's school records. For exclusions of up to 5 days the school will supply homework for the child to do to ensure he/she continues with their education.
- **Permanent** – The pupil will not return to the school – this is recorded on the child's school records.

All exclusion cases will be treated in the strictest confidence, only those who need to know the details will be informed of them.

10.10 Possibly reasons for Exclusions

At Windrush Primary School exclusions may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy;

- Verbal abuse to Staff and others.
- Verbal abuse to students.
- Physical abuse/attack on Staff.
- Physical abuse /attack on students.
- Indecent behaviour.
- Damage to property.
- Misuse of illegal drugs.
- Misuse of other substances.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.
- Verbal or physical abuse of other pupils or school staff.
- Aggression towards other pupils leading to the possibility of physical or emotional harm.

- Indecent behaviour.

This is not an exhaustive list and there may be other situations where the Head of School makes the judgment that exclusion is an appropriate sanction.

11.1 Decision to exclude.

A decision to exclude will not be taken in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil themselves. Before reaching a decision as to whether to exclude, the Head of School will:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, taking into account the school's behaviour and equal opportunities policies, and where applicable the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- Be satisfied that, on the balance of probabilities, the pupil did what he/she is alleged to have done.
- Allow and encourage the pupil to give their version of events.
- Check whether an incident may have been provoked, for example by bullying (including homophobic bullying) or by racial/sexual harassment.
- Consult others if necessary (being careful not to involve anyone who may later take part in the statutory review of their decision e.g. a member of the Governors' Review Meeting).
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.

11.2 Notification of Parents

Whenever the Head of School excludes a pupil, the parent will be notified immediately giving reasons for the exclusion. This will be done ideally by telephone followed up by a letter on or within one school day.

Written notification will include:

- The reasons for the exclusion.
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent.
- The parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this.
- How any representations should be made; and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

In order that the parents can comply with the regulations regarding days 1/2 to 5 of exclusion, the school will also immediately inform the parent that the pupil is not to be in a public place without reasonable justification.

11.3 Notification of Governors

- The Head of School will inform the Governors and the Local Authority of any fixed term exclusion of more than 5 days and any permanent exclusion within one day.

- Any fixed term exclusion of 5 days or less including lunchtime exclusions will be communicated as soon as possible.
- If the exclusion is 15 days or less in any one term, parents may contact the Governing Body and ask for a governor's review meeting to be held. The Governors will hold a meeting if the exclusion is more than 5 days but less than 15 in any one term.
- For shorter exclusions it is left to the governor's discretion to decide whether to hold the meeting.
- If requested to do so by the parents, the governing body must consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if a pupil would be excluded from school for more than five school days, but not more than 15, in a single term.

At Windrush Primary School when the governing body is legally required to consider the decision of a Head of School to exclude a pupil they will:

- Not discuss the exclusion with any party outside of the meeting.
- Ask for any written evidence in advance of the meeting (including witness statements and other relevant information held by the school, such as those relating to a pupil's SEN).
- Where possible, circulate any written evidence and information, including a list of those who will be present, to all parties at least five school days in advance of the meeting.
- Allow parents and pupils to be accompanied by a friend or representative (where a pupil under 18 is to be invited as a witness, the governing body should first seek parental consent and invite the parents to accompany their child to the meeting).
- Have regard to their duty to make reasonable adjustments for people who use the school and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the meeting (for example where a parent or pupil has a disability in relation to mobility or communication that impacts upon their ability to attend the meeting or to make representations).
- Identify the steps they will take to enable and encourage the excluded pupil to attend the meeting and speak on his/her own behalf (such as providing accessible information or allowing them to bring a friend), taking into account the pupil's age and understanding; or how the excluded
- Pupil may feed in his/her views by other means if attending the exclusion meeting is not possible.

At Windrush Primary School where the governing body is legally required to consider an exclusion they must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

The governing body can either:

- Uphold an exclusion
Or
- Direct the reinstatement of the pupil immediately or on a particular date

At Windrush Primary School the governing body will notify parents, the Head of School and the local

authority of their decision, and the reasons for their decision, in writing by as soon as possible.

In the case of a permanent exclusion the governing body's notification must also include the information below:

- The fact that it is permanent.
- Notice of parents' right to ask for the decision to be reviewed by an independent review Panel.
- The date by which an application for a review must be made (i.e. 15 school days from the date on which notice in writing of the governing body's decision was given to parents).
- The name and address to whom an application for a review (and any written evidence) should be submitted.
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's special educational needs are considered to be relevant to the exclusion.
- That, regardless of whether the excluded pupil has recognised special educational needs, parents have a right to require the local authority to appoint an SEN expert to attend the review.
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment.
- That parents must make clear if they wish for a SEN expert to be appointed in any application for a review; and that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel and that parents may also bring a friend to the review.
- That, in addition to the right to apply for an independent review panel, if parents believe that the exclusion has occurred as a result of discrimination then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.
- That a claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place, e.g. the day on which the pupil was excluded.

11.4 Independent Review Panel – Local Authority

- Parents may, within the legal time frame and at their own expense, arrange for an independent review panel hearing to review the decision of a governing body not to reinstate a permanently excluded pupil.
- Where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel.

The legal time frame for an application is:

- Within 15 school days of notice being given to the parents by the governing body of their decision to uphold a permanent exclusion (in accordance with the requirements in paragraph 74)
Or
- Where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion.
- The independent review panel will be able to uphold the decision to permanently exclude a

pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or where there are significant flaws in procedure.

- Where the panel directs or recommends that the governing body reconsiders their decision, the governing body must reconvene to do so within 10 school days of being given notice of the panel's decision.
- The Governing Body at Windrush Primary School will perform the key role of determining whether an excluded pupil should be reinstated. This will involve reviewing the decision of the Head of School and considering the outcome of any independent review panel hearing.

Reintegration Meeting

- The school will arrange a reintegration meeting with the parent(s) during or following the expiry of any fixed-term exclusion. The pupil will be expected to attend all or part of the meeting.
- The purpose of the reintegration meeting is to assist the reintegration of the pupil and promote the improvement of his or her behaviour.

11.5 Disability Equality Impact Assessment

This policy has been written with reference to the governments Exclusion from Maintained schools, Academies and Pupil Referral Units in England (p9-11 Sept 17) and in consideration of the school's Equal Opportunities Policy Assessment. It includes consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

For disabled children the school takes its duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids seriously.

Early intervention to address underlying causes of disruptive behaviour at Windrush Primary School includes an assessment of whether appropriate provision is in place to support any Special Educational Need or Disability (SEND) that a pupil may have. The Head Teacher will also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEND as well as possible mental health or family problems.

In this case, the Assess, Plan, Do, Review process set out in the government's SEND Code of Practice (2015) will continue to review the child's personalised behaviour and curriculum plans to include any additional adjustments that have come to light as a result of the assessment. Windrush Primary School takes positive action to deal with particular needs, for example pupils may need a personalised behaviour plan, an individual curriculum plan, support and training appropriate for the child, staff, family and other children within their class.

The school will not exclude a child with a disability for a non-disciplinary reason. For example, we would not exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet. However, a pupil who repeatedly disobeys their teacher's academic instructions and places themselves or others, in danger of harm could, be subject to exclusion.

Any questions or concerns regarding this policy should be made to Head of School.

12 Constraint and Reasonable force

At Windrush Primary School we recognise that there are occasions when the use of reasonable force to control or restrain pupils is necessary. This policy is intended to raise staff awareness of the possibility of such occasions and assist staff in preparing and planning a response if such action is required.

12.1 Definitions:

Control, means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint, means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Reasonable, means using no more force than is needed.

12.2 Objectives of using reasonable force:

- The key objective in using any form of force or restraint is to maintain the safety of pupils and staff
- Secondly, the use of force or restraint may be used to prevent serious breaches of school discipline.
- Thirdly the use of force or restraint may be used to prevent serious damage to property.

12.3 Minimising the need to use reasonable force:

All staff should work together to:

- Create a calm environment that minimises the risk of incidents that might require using force.
- Use Social and Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings.
- De-escalate incidents as they arise.
- Only use force when the risks involved in doing so are outweighed by the risks involved in not using force.

12.4 Staff authorised to use reasonable force:

Normally, only those staff who have been trained in 'Safe Handling Techniques' will restrain pupils. However, all employees at Windrush Primary School are authorised by the Heads of School to use reasonable force to control or restrain pupils should the need arise.

12.5 When reasonable force can be used:

Reasonable force can be used to prevent pupils:

- from hurting themselves or others
- from damaging property
- from causing disorder

The decision on whether or not to physically intervene is down to the professional

judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts.

Force will never be used as a punishment - this is always unlawful.

12.6 Application of force

Only the minimum force necessary should be used. Listed below are examples of force that may be used but no form of restraint should be used that is likely to injure the pupil (particularly anything that could constrict breathing), other than in extreme emergencies and where there is no viable alternative.

As far as possible, staff should not use force unless, or until, another responsible adult is present to support, observe and call for assistance.

The following are examples of 'force' that may be used in exceptional circumstances:

- Physical interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Ushering a pupil away by placing a hand in the centre of the back
- In more extreme circumstances using restrictive holds ('Positive Handling')

12.7 Practical Considerations

Before intervening physically a teacher will, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he/she does not.

The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish a pupil.

A teacher should not intervene in an incident without help if he/she believes that there is the risk of personal injury. The age and level of understanding of the pupil and the severity of the incident are important factors to consider. Staff must always bear in mind their legal duty to make reasonable adjustments for disabled children and children with SEN.

12.8 Recording Incidents

All incidents which necessitate the use of force to control pupils must be recorded by the staff member/s involved as soon as possible and the Heads of School must always be given a

copy.

Staff may find it helpful to seek advice from a senior colleague or a representative when compiling a report. Parents will always be informed of such incidents on the same day. All incidents of reasonable force **must** be recorded in the Bound and numbered book that can be found in the office.

12.9 Post-incident support

Serious incidents that require the use of force can be upsetting for all concerned and may result in injuries to the pupil or staff. Immediate action will be taken to ensure first aid or medical support is administered. It is also important that staff and pupils are given emotional support. This includes children who may have witnessed the incident. Class teachers will use their professional judgement in deciding how to respond, e.g. through Circle Time or individual support. The parents of the pupil Involved will be included in discussions about further actions and support. An Individual Behaviour Plan will be set up if the child does not already have one. The plan will include strategies to Prevent and deal with the recurrence of incidents requiring the use of force.

The Heads of School will decide in consultation with the Designated Person whether multi-agency partners need to be involved, e.g. CAMHS or YOT. The pupil will be required to recognise and repair the damage caused, whether emotional or physical, including to relationships with staff and pupils affected by the incident, and to develop their social and emotional skills. In some cases the decision may be taken to exclude the pupil.

12.10 Support and Training

Training in Safe Handling techniques will be provided bi-annually for the staff most likely to need to use force. Staff will be kept informed about pupils who may be at risk to themselves or others through the SEN records and through discussion with relevant staff members. Those children seen as

Presenting particular risk will have individual programmes drawn up which will include targets and strategies. They may include input from external services together with further suggested strategies. Parents will be kept informed of the pupil's needs and how we are trying to support the pupil.

A Support Programme may also have been drawn up, especially if the pupil is in danger of exclusion.

13. Dealing with complaints and allegations

If a specific allegation of abuse is made by a pupil or parent against a member of staff, the procedures set out in the LSCB PROCEDURE FOR MANAGING ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE will be followed. These procedures follow the guidance contained on Keeping children safe in Education (Sept 2016)

Other complaints will be dealt with under the school's Complaints Procedure.

It is not illegal to touch a pupil. The school Safeguarding Policy outlines circumstances when it is deemed proper and necessary to have physical contact with children e.g., during PE lessons, giving First Aid, dealing with young distressed children and children with Special Educational Needs.

Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

14 CONCLUDING STATEMENT

At Windrush, we implement our behaviour policy in order to value responsible behaviour and recognise the positive contribution which that makes to the life of the school. We have an expectation that all parents/carers will support us with this. Through a system of rewards, we aim to raise the self-esteem of every child in the school. While the emphasis of our policy is to value good behaviour assertively, the system of rewards, that we operate, would be devalued without the application of a consistently and justly implemented system of sanctions.

Through high expectations (frequently made explicit), modelling of respect in interactions, giving the children constructive ways of dealing with conflict (i.e. through circle time), our anti-bullying initiatives and the Jigsaw curriculum, we aim to develop children's skills in social interactions, and to help them develop effective relationships and a growing understanding of their own emotional and social identity. Both the staff and the governing body review the policy yearly. They 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.