



**WEST BOROUGH**  
PRIMARY SCHOOL

# **BEHAVIOUR POLICY**

Chair of Governors	Mr T Barker
Date agreed	March 2017
Headteacher	Mrs A Crittenden
Review date	March 2019

<u>Contents</u>	Page
Introduction	
1 Rationale	3
2 Principles	3
3 Expectations	3
4 Aims	4
5 Objectives	4
6 Values	4
7 Positive Recognition of Good Behaviour	4
8 Differentiated Policy	Plan A Plan B Plan C
	5 7 8
9 Use of Reasonable Force to Restrain Pupils	9
10 Involving Parents and Carers	9
11 Procedures for the Exclusion of Children	11
12 Approach to Incidents of Bullying	12
13 Pupils with ASD	12
Appendices	
Appendix 1	Core Values
	Playtime Rules
	13 13
Appendix 2	Restorative Justice
Appendix 3	Levelled Behaviours Sheet
Appendix 4	Chronology Recording
Appendix 5a	Behaviour / Incident Form
Appendix 5b	Serious Incident Form
Appendix 6	Individual Behaviour Plan
Appendix 7	Pastoral Support Programme
Appendix 8	Anti-Bullying Policy
Appendix 9	Positive Handling Policy
	14 15 16 18 19 21 24 32 38

## **Introduction**

This document is a statement of the aims, principles and strategies for West Borough Primary School. This policy has been reviewed regularly and is the result of developed practice and experience at West Borough Primary School over many years. It takes into account DfE guidelines and LA advice. It should be read in conjunction with the Positive Handling Policy, Inclusion Policy, Anti-Bullying Policy, Exclusion Policy, Child Protection Policy and the RE and Collective Worship Policy to establish the general ethos of the school.

## **1. Rationale**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

As a primary school we feel that it is a prime directive to see the good in children, acknowledge their strengths and achievements and give them a realistic awareness of their worth and the contribution they can make.

## **2. Principles**

Our policy rests on four basic principles:

1. We recognise that our children come from a wide range of backgrounds and may experience conflicting expectations between home and school. At school we have a shared responsibility with parents/carers to prepare our children to be good citizens, encouraging them to behave well towards each other, their staff, parents/carers and other adults.
2. We recognise a clear connection between behaviour and progress.
3. We have high expectations for behaviour, which must be worked towards with parents/carers, staff and children. We believe that showing children the value of good behaviour in school will lead to increased self-esteem and greater self-discipline in adult life. We recognise the need to identify positively and reinforce good behaviour wherever possible.
4. We recognise the need to provide our children with a positive, caring environment where they are able to develop the knowledge attitudes and skills needed to grow emotionally and socially and to thrive in the world outside school.

We achieve these principles through:

- the establishment of a set of values which are in use in all areas of the school
- effective class management
- positive recognition of good behaviour
- involving parents/carers.

## **3. Expectations**

We expect children to have:

- respect for themselves;
- respect for the views, beliefs and property of others;
- respect for the environment.

#### **4. Aims**

We aim to promote

- politeness, friendliness, good manners and honesty by telling the truth
- self-discipline, self-confidence and co-operation by teaching the children to take responsibility for their own actions
- endeavour, conscientiousness and attentiveness by encouraging collaborative working, independence and self-reliance
- tolerance, by being kind, careful and acting considerately to others

It is made clear at our school that we will not tolerate bullying, cheating, dishonesty, cruelty, deceit, sexism, irresponsibility, rudeness, vandalism and racism.

#### **5. Objectives**

To achieve these principles the following objectives have been agreed:

1. A set of Core Values
2. Playtime rules
3. Positive recognition of good behaviour
4. Classroom management
5. Involving parents/carers
6. Lunchtime expectations
7. Procedures for Exclusion
8. Approaches to incidents of bullying

#### **6. Values**

Core Values (See Appendix I)

**Equality**

**Responsibility**

**Respect**

**Resilience**

**Challenge**

The Core values must be referred to and enforced consistently by all members of staff, including non-teaching staff. Each term sees one of the Core Values as it's focus.

#### **7. Positive recognition of good behaviour**

Positive recognition and praise must be given to children when they behave well. Positive recognition and reinforcement take the form of:

- praise which is genuine and personal
- recognition of achievement in assembly and pupil of the term
- tangible awards – stickers, smiley faces, raffle tickets, table cubes, house points.  
Gold Stars (relating to good Behaviour for Learning)
- special privileges – Proud of You, treats, something which the child likes doing
- extra responsibilities – House Captains, Vice Captains, Librarians, Play Leaders, Buddy Guards
- opportunities: to share good quality work; informing parents of good behaviour/achievements

To demonstrate a positive approach to managing classroom behaviour staff must:

- use this Behaviour Management Policy consistently to help children to understand the consequences of their unsatisfactory behaviour
- use agreed strategies for classroom management which is supported by the Headteacher and parents/carers
- create and sustain a positive and supportive environment which includes a sense of community within the class
- communicate expectations clearly and firmly
- take seriously, incidents of inappropriate behaviour
- use professional judgement to decide if a child needs 1:1 time out of the classroom
- blame the behaviour not the child

Although our approach to discipline is based on the reinforcement of positive behaviour there is a clearly understood procedure which applies when rules are not followed. (See Appendix 3)

Staff need to identify types of behaviour and act accordingly. We want to identify and disseminate good practice. We recognise that different teachers and other adults will be at different stages in developing their confidence and effectiveness in managing pupils' behaviour.

## **8. Differentiated Policy**

### **PLAN A**

This series of actions is expected to be effective for the majority (95%+) of the pupils in the school.

If observed behaviour does not stop instruction or cause harm to others, Staff may decide, on the balance of circumstances, that it is better to tactically ignore the behaviour and to praise the children around for exhibiting the correct behaviour. This may prompt the correct behaviour and the child should be praised after a few moments if they sustain the improvement.

If the behaviour impinges on others and significantly breaks the values or guidelines for that situation, then the following escalating scale of negative consequences comes into play. A decision by the child, at any stage in the process, to modify behaviour and make reparation, will immediately bring the process to an end and a return to the positive reward system

We as a school believe in restorative justice and expect a child to do something to make recompense for any negative behaviour, unless they are on a specific Plan C programme where to do so would escalate their anxieties.

These consequences will apply to the breaking of any of the values/rules, not just the repeated breaking of one rule.

Penalties are non-negotiable as laid out in our Behaviour levels sheet (appendix 3)

### **1. Tactical ignoring**

Praising others for the required behaviour

### **2. Positive reprimand**

This serves to redirect the behaviour 'Sit down like the others' rather than 'Stop walking around the class!' This may include a restating of the rule e.g. 'You have been asked to sit down'. 'We sit to do our work properly'. Remembering to praise those who are sitting.

### **3. Warning**

Given verbally. For younger children, moving child's peg between 'sunshine', 'cloud' or 'shining star' as this acts as a visual reminder of the value that is being broken and the consequences that will follow if the behaviour continues. Positive consequences for the correct behaviour can be outlined. e.g. 'If you sit down and finish your work you will be able to...'

### **4. Loss of Proud of You**

There is a strike system in place which is monitored daily by the school's Behaviour Manager.

### **5. Time out**

Time out is a strategy used in a designated part of the classroom or adjacent classroom, to allow thinking time.

**Throughout this process staff should endeavour to ensure that other children are being praised and rewarded for the right behaviour.**

### **Sanctions for extreme behaviour**

Certain totally unacceptable behaviours will result in a response that is of a more direct form as opposed to a gradual progression to this higher level. Some behaviours warrant the issue of a 'Yellow Strike.' A total of 3 'Yellow Strikes' results in a loss of Proud of You. In some cases, if a behaviour is of the most serious nature, an instant loss of Proud of You will be issued and then behaviour/strike is levelled as a 'Pink' (Level 3 behaviour).

These behaviours result in parents/carers being informed by letter.

Should this become a pattern, the parent/s may be invited in to discuss the situation and to develop, with the school, a behaviour improvement plan – see Plan B, below

A levelling slip must be filled in by the Class Teacher (or relevant adult) and sent to the Behaviour Manager before a letter is sent home. This should ideally happen on the same day

If the behaviour of a child or children becomes a danger to the class, the Class Teacher should remove the class for their own safety and take them to another room and inform the Behaviour Manager and/or member of SLT Team.

## **PLAN B (INDIVIDUAL BEHAVIOUR SUPPORT PLAN – See Appendix 6)**

This stage is for children for whom Plan A has not been effective in changing their behaviour (eg 5% of the school population), for example excessive loss of break/lunchtimes and/or, week after week, continued loss of Proud of You. This plan can be achieved by a referral to the SENCo, if the pupil has SEN, or, alternatively, instigated by Behaviour Manager if SEN does not apply. The preparation of an Individual Behaviour Plan will be agreed.

The proforma is included as Appendix A

Aims of this plan are to:

- Inform and engage a team of adults who work with/will work with the pupils
- Reduce anxieties surrounding the behaviour
- Ensure that observations and records are completed as evidence for further strategies/intervention from outside agencies should this be required in the future
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what may need to be in place to reduce this
- Choose a target behaviour that can be systematically tracked, addressed & rewarded
- To focus the pupil on individual aspects of their behaviour that they can change step by step and making the challenge more achievable and less daunting
- To show the pupil, parents, staff & peers the successes that may ordinarily be overshadowed
- Encourage other pupils to be supportive of behaviour modification programme

### Pro-active - planned steps

- Timetable changes
- Staffing
- Differentiation
- Use of key adults
- Consistency of staff (actions and words). Plan action to support changes: Tell the child and walk away
- Offer help
- Allow take up time
- Use key words and simple sentences
- Teach consequences/boundaries - focused on a target behaviour Systematic rewards - immediately contingent upon target behaviour

Re-active - Be aware of early signs and take immediate action (Unexpected behaviours)

Scripted steps (allowing time and space in between steps)

1. Direct instruction
2. Instruction and reminder of reward
3. State choice of consequence (target behaviour & reward or no reward)
4. Carry out consequence (appropriately levelled, consistent)
6. Time out directed

### **Ensure action is taken to avoid escalation:**

- Adopt a positive approach to time-out
- Plan distraction
- Offer clear boundaries eg yes, when..
- Transfer to a different adult if appropriate
- Individual Behaviour Plan sanctions should only effect Reward Time if relevant to the identified behaviour targets set ie. Loss for disruption when target is to work quietly. All behaviours not relating to targets ie rough play, are addressed/recorded in the usual way.

### **TIME OUT –**

Time out is recommended to de-escalate patterns of behaviour. Time out should be planned and this plan should include the pupil as far as possible. Ideally pupils should move toward identifying their own need for time out. Time out should be managed with low key approaches. Use of symbols or signs can indicate that time out is recommended or needed. Time out should take place in a predetermined space with clear instructions for what a pupil should do if this space is occupied ie an agreed back up space.

It is made clear that being in any other place will be regarded as ‘absconding’ and is subject to a slip/consequence.

Time out will not be permitted to become a tactic for avoiding learning. Significant amounts of missed learning as a result of over use of time out will be done during playtime or lunchtime.

Ultimate sanctions for non-co-operation or non-compliance with the behaviour improvement plan could result in exclusions of some kind.

### **PLAN C - PASTORAL SUPPORT PROGRAMMES (PSP) guidance Appendix 7**

A small percentage of children whose behaviour and responses can be difficult to predict or manage as a result of their individual additional needs, could be into a pattern of Strikes/Internal Exclusions or even Fixed Term Exclusions within a few days if the main behaviour policy is applied to them; this is not deemed to be the right course within our school's ethos. These children will therefore be subject to a Pastoral Support Programme (PSP). Their individual programme will be drawn up through multi-agency working and will involve the parents/carers. If outside agencies are not involved with the child their involvement will be sought via the LIFT process.

PSP's will be reviewed regularly and all relevant staff given a synopsis of outcomes.

The West Borough Primary Behaviour & Safeguarding Manager and/or SLT are available to support any member of staff with a child or children who are not responding to the main behaviour policy and are seen to need the extra support.

For children subject to this programme it may be necessary to undertake a Risk Assessment to predetermine the management of their challenging behaviours. This process may identify that Positive Handling could be needed to prevent the child from harming him or herself, others or property, or committing an offence. In this case a Positive Handling Plan (PHP) will need to be drawn up involving all staff concerned, the parents and the child if appropriate. The school's policy for Positive Handling will be followed in all instances.

If rules and expectations are not followed consistently and the child interferes with the teaching and learning of others he/she may need to spend time apart from the rest of the class, either in a different class or with the Behaviour & Safeguarding Manager or member of SLT on duty.

### **Time out in another classroom**

- by arrangement with a teacher in another class or year group, the child works for a specified period of time in another classroom. There is no interaction between the child and other pupils and the teacher is emotionally neutral. This is used only when other strategies have been attempted.

### **Isolation or Internal Exclusion**

- This will be directed by the Head Teacher, Assistant Heads, member of SLT or Behaviour & Safeguarding Manager. This will be for a specified period of time and learning will be provided by the class teacher. Interactions between the supervising member of staff will be limited to reflection of behaviour, reinforcing expectations

If a child is placed in another class, parents will be notified after several occasions and an interview with parents may be arranged. The Behaviour & Safeguarding Manager and Head Teacher should be informed at this point.

In the event of a period of Isolation or Internal Exclusion, parents will be informed and this will be followed up in writing.

## **9. Use of reasonable force to restrain pupils** (See Positive Handling Policy – Appendix 8)

Restraint is an act of care and control, not punishment. All school employees may prevent a child from injuring themselves or others, damaging property, disrupting good order and discipline.

In the event of physical restraint being used the following criteria will be adhered to:

- If time allows, the child will be warned orally and given the choice to be safe of their own accord
- only the minimum force will be used;
- staff will try to have another member of staff present;
- circumstances and justification for using restraint will be recorded immediately after the incident and reported to the Behaviour & Safeguarding Manager and Head Teacher. A written report will be placed on the child's record and parents informed.
- If a Positive Handling Plan is not in place this will be considered

In school we have several members of staff who have been Team Teach trained and their intervention will be called upon as a priority.

## **10. Involving Parents/Carers**

Parents play a vital role in supporting the implementation of the Behaviour Policy. Effective channels of communication have been established in which parents are:

- on admission given a School Prospectus which explains the Behaviour Policy and asked to discuss this Policy with their child
- asked to let us know about issues, which might affect their child's behaviour
- encouraged to attend parent consultations
- encouraged to discuss any concerns or events out of school which may have an effect on their child's behaviour

## II. Procedures for the exclusion of children

Under section 64 of the School standards and Framework Act only the Headteacher has the power to decide whether or not to exclude a pupil. Exclusion can be for disciplinary reasons only and can take one of two forms.

- i. **Fixed period(s) – must not exceed 45 days in any one school year.**
- ii. **Permanent exclusion**

Once a pupil has been excluded the Head Teacher will:

- ensure that the parents are notified immediately and told of their right to make representation to the Governors Discipline Committee. (It is recommended that exclusions should not normally begin until the next school day).
- Inform the Governors Discipline Committee of all permanent exclusions, and all exclusions which result in the child missing more than five school days in any one term
- Inform the LA of the same categories of exclusion as for the Governors Discipline Committee. In addition, information about fixed term exclusions of between one and five days should be reported to the LA termly unless the LA asks for the information more frequently.
- To enable proper monitoring of exclusions, the school will provide the following information for the LA:

Name of the pupil

Length of the exclusion

Reasons for the need for an exclusion

Pupil's age, gender, ethnicity and whether they have a statement of Special Educational Needs

Whether the pupil is a Looked After Child (in the care of the local authority)

The Headteacher will arrange for work to be provided as soon as the pupil is excluded for a fixed period of up to 15 school days. Parents should arrange for work to be collected and returned and the school will ensure that it is marked and that further work is set until the pupil returns to school. Where a pupil is excluded for a fixed term of more than 15 days, the school will contact the LA to make arrangements to provide an appropriate package of education for the child. The school will be expected to meet some of the cost.

For permanently excluded pupils, the teacher will set and mark work while the pupils name remains on the school roll. (The pupils name will remain on the school roll until the appeal procedure is completed or until the time for appeals has expired without an appeal being lodged).

## 12. Approach to incidents of bullying (See Appendix 8)

“... the conscious desire to hurt or threaten or frighten someone else”.

Bullying is completely unacceptable in our school. Children must understand that this behaviour is not tolerated.

The bullying may be:

- physical – pushing, kicking, pinching and other forms of violence
- verbal – name calling, teasing
- emotional – tormenting, ridicule, isolation/exclusion
- racist – racial taunts
- sexual – unwanted physical contact or abusive comments

The school:

- takes the problem seriously
- investigates the incident immediately
- talks to all involved
- sees any witnesses
- tries to identify the underlying reasons for the behaviour
- decides on and takes appropriate action
- involves the Leader in Inclusion
- explains/educates children with regard to; the effects of bullying, definition of bullying in the event of confusion/lack of understanding, empathy, strategies and actions to take

Our school Behaviour Policy aims to promote safety, effective learning and harmonious inter-personal relationships.

We feel that a positive behaviour policy is a step towards an effective learning environment where teachers and children can maximise their time and efforts on progress and good standards of attainment.

The policy is to be reviewed every 2 years

### 13. For pupils with an ASD:

School rules may need to be presented visually.

Pupils may require a positive behaviour plan which identifies strategies and rewards to be used when working with the pupil and is discussed with all staff working with the pupil and jointly agreed by the school and parents/carers.

These plans should be reviewed termly.

Some rewards will differ from whole class rewards as they will be pertinent to the pupil using their individual interests and may be offered more frequently to reinforce appropriate behaviour.

Pupils need to be taught to understand consequence. Social Stories can be used to explain situations to the pupil.

Pupils may need to be given access to:-

- Time out cards.
- Calm area.
- Box with relaxing activities / suggestions.
- Access to a member of staff to talk about their worries and any incidents.
- Structured activities during break and lunch times.
- Access to a structured social skills programme.

# Our Core Values



## Our Community Code

*Be kind, be safe, be responsible  
and embrace challenge*

**Restorative Justice**

**Background:**

- Restorative Justice (RJ) is where parties come together to resolve conflict and look at implications for the future.
- If you have been part of the problem, you need to be part of this solution.
- Based on 4Rs
  - Respect
  - Responsibility
  - Repair
  - Re-integration
- Need high control (discipline) and high support (encouragement nurture).

Traditional Mindset	Restorative Mindset
<ul style="list-style-type: none"> <li>• What have you done?</li> <li>• Why have you done that?</li> <li>• Who is to blame?</li> <li>• What is the appropriate response to deter and punish them so it will not happen again?</li> </ul>	<ul style="list-style-type: none"> <li>• What has happened?</li> <li>• Who has been harmed, affected?</li> <li>• How can we involve everyone who has been affected in repairing harm and finding a way forward?</li> <li>• How can everyone do things differently in the future?</li> </ul>

**RJ at West Borough**

- We use positive language when we speak to children – we do not shout
- The Acorn Room is accessible for RJ at lunchtime
- Pupils and staff are given time to calm down before RJing
- RJ questions are displayed in each classroom
- At the beginning of a school year, each class has a class rules charter
- Emphasis of consequences on rules
  - e.g. do not call names because it hurts feelings

**RJ Questions**

What happened?

What were you thinking when it happened?

What do you think now?

Who's been upset/affected by this?

What needs to happen to put things right?

### Appendix 3

Name:		Class:	
Date:		Playtime/Lunchtime / Lesson -----	<b>BfL</b>
<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	
Unkindness Task Avoidance/Time wasting Unfinished work Low Level Disruption Inappropriate behaviour (Specify overleaf) Late Home Learning No Reading Uniform/PE Kit Other:----- -----	Blatant Defiance/Refusal Rudeness/Insolence Persistent Disruption Attitude to Learning No Home Learning Dishonesty Unkindness Deliberate Provocation Aggression – Physical/Verbal* Rough Play Other: ----- -----	Swearing at Adults Fighting Unprovoked Physical Aggression Cruelty/Bullying Racism Vandalism Use of Offensive Weapon Absconding Dangerous Behaviour Other: ----- -----	
<b>Action/Sanction</b>			
Time Out IN class To Complete Task Loss ----- mins Break (Up to 10)			
Miss ----- min (15+) Exit -----mins Verbal Warning POY Strike 1 2 3 against -----			
Strike Parents Informed Isolation -----sessions Exclusion -----days			
Other (specify) -----			
SLT Involved: -----		Parents/Carer Informed by: -----	
Signed: -----			



**WEST BOROUGH PRIMARY SCHOOL - CLASS CONCERNS RECORD**

Teacher:

TA:

Class:

Year group:

Year:

Date	Name (of child)	Incident & Time (where, time, what, who involved?)	Action Taken (i.e. noted, spoke to child, who told? SENCo, DCPC, HT, DHT, parent)	Signed

**WEST BOROUGH PRIMARY SCHOOL - BEHAVIOUR INCIDENT FORM**

Pupil Name:		Date of Birth and Year Group:	
Name and position of person completing form (please print)			
Date of Incident			
Incident (who, what, where, when)			
Any other relevant information (witnesses, immediate action taken)			
Action taken			
Parents informed (time & how)			
Signature		Date form completed (dd mm yy)	

Copied to HT ✓/x

**West Borough Primary School**  
**Serious Incident Form**

<b>Serious Incident Record</b>	Start time:	Duration of restraint (mins):
Name of pupil:		
Location of the incident:		Date:
Full names of staff involved:		
Names of any other pupils involved:		
<b>Risk Assessment:</b> Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.		
<b>Diversion, Distraction and De-escalation Attempted:</b> (circle all relevant ones)		
Verbal advice and support	Firm clear directions	Negotiation
Diversion	Reassurance	Planned ignoring
C.A.L.M talking/stance		
Take up time	Withdrawal offered	Withdrawal directed
Reminders about consequences	Success reminders	Warning that force might be used
Other		
<b>Nature of Risk:</b> (circle all relevant ones)		
Injury self	Injury to others	Damage to property
		Criminal offence
		Serious disruption
<b>Level of Potential Risk Posed:</b> (circle one)		
Low	Medium	High
<b>Describe the Risk:</b> (circle all relevant ones)		
scratch	slap	punch
body holds	arm grab	weapons/missiles
damage to property		
Other		
<b>Who was at risk?</b>		
<b>Physical Intervention Strategies Attempted:</b> (circle all relevant ones)		
Help hug	cradle hug	wrap
Sitting double elbow (single person)	single elbow (two person)	sitting single elbow (two person)
Other:		

<b>Post Incident Support and Review:</b> (circle)		
Medical check by a first-aider	<b>Pupil:</b> offered	accepted
Any injuries	Pupil	other
Any further medical attention needed?	Yes/No	If yes, give brief details
Details of follow up discussion with pupil/pupils and staff involved in the incident to include any agreed resolution:		
Details of contact with Parents:		
<b>Future Action Plan:</b>		
Behaviour plan to be written	Yes / No	By whom?
Behaviour plan to be amended	Yes / No	By whom?
Any disciplinary action to be taken?	Yes / No	If yes give details:
Meeting with parents agreed	Yes / No	Date:
<b>Additional Comments:</b>		
This report has been completed by:		
Name:		Position:
Signed:		Date:
Copy of report given to Headteacher:		Date:
Bound Book Entry completed:		Date:
Details of incident reported to Class Teacher:		Yes / No

## IBP Guidance

An Individual Behaviour Plan is an intervention aimed at supporting pupils for whom the school's usual behaviour rewards and sanctions are not having an impact.

Timing	Action	Who's involved?
Before the IBP meeting	<ul style="list-style-type: none"> <li>- School to explain and clarify to parents/carer the purpose of the IBP.</li> <li>- Identify problem areas. Devise plan and any linked target/tick sheets for pupil</li> <li>- Share proposed plan with relevant adults. Agree who will lead IBP</li> </ul>	Parents/carers Team Leader/SENCo /Behaviour Manger/ Class teacher
IBP Meeting	<ul style="list-style-type: none"> <li>- An opportunity for parents/carers, pupil and school to look at proposed plan, share concerns ideas.</li> <li>- The IBP needs to be edited, agreed and signed at the meeting.</li> <li>- Copies of the IBP will then be sent to all concerned.</li> </ul>	Parents/carers, pupil, Team Leader/SENCo/ Behaviour Manager & Class teacher
Week 4-6	<p>First review</p> <ul style="list-style-type: none"> <li>- IBP Lead is required to gather information regarding progress made</li> <li>- Summarise clearly and succinctly, all major events and progress made.</li> <li>- Agreed whether or not IBP needs to continue</li> <li>- New targets/alterations to the IBP should be agreed and added/amended.</li> </ul>	Parents/carers, pupil, Team Leader/SENCo/ Behaviour Manager & Class teacher
Weeks 10 – 12  End of programme evaluation	<p>Second/Final Review</p> <ul style="list-style-type: none"> <li>- As for Week 6 - see above.</li> </ul> <p>If it is felt that the IBP has not had the desired outcome, discuss next steps/referrals/PSP Extend/refer</p>	Parents/carers, pupil, Team Leader/SENCo/ Behaviour Manager Class teacher

Individual Behaviour Plan

Date:

Pupil Name:

Class:



These targets have been identified through profiling of your child’s emotional, social and behavioural (ESB) abilities to identify key skills that will be worked on to improve self-esteem, conduct or access to learning.

These targets will form a focus for pastoral support and will be developed and monitored by an identified staff mentor.

Pupils will be supported in working towards their targets by their mentors and these will be reviewed at the end of term 6 when the next targets will be identified if necessary.

----- will have a target sheet highlighting 3 targets, below.  
-----

Behaviours outside of the highlighted targets will be addressed in the usual way – **not** ignored – but are not logged on the target sheet, unless related to a specific target

Each session starts anew.

The targets ----- will be working on are:

1	
Success Criteria	
2	
Success Criteria	
3	
Success Criteria	

Signed (Parent/Carer) .....

Date .....

Signed (Child) .....

Date .....

# Individual Behaviour Plan - REVIEW



Pupil Name:

Class:

Review date:

<b>Age of plan:</b>	<b>weeks</b>	<b>Present:</b>	
<b>Progress of IBP</b>			
<b>Further Actions</b>	<b>By (Date)</b>	<b>By (Whom)</b>	

Review Date:

Time:

Venue:

Attendees



What's the problem?	
Learning	Behaviour
Other	
What have we done so far?	
Parent's Views	
Pupil's Views	

What are we going to do? (This should include parents/carers, pupil, school, other identified agencies).

### PSP ACTION PLAN

Action	By (Date)	By Whom

Review Date:  
Attendees:

Time:

Venue:



# Pastoral Support Plan – REVIEW



**WEST BOROUGH**  
PRIMARY SCHOOL

Pupil Name:

Class:

Review date:

Age of plan:	weeks	Present:
Progress of Action Plans		
Further Actions	By (Date)	By (Whom)

Review Date:

Time:

Venue:

Attendees

## PASTORAL SUPPORT PLAN - STAFF QUESTIONNAIRE

NAME

CLASS

TEACHER

DATE

Please rate his/her behaviour this term

<b>Very good</b>							<b>Very poor</b>
5	4	3	2	1			0

Please rate the behaviour of the class

<b>Very good</b>							<b>Very poor</b>
5	4	3	2	1			0

### PLEASE RATE STUDENT'S BEHAVIOUR .....

Positive to teacher	5	4	3	2	1	0	Negative to teacher
On task	5	4	3	2	1	0	Off task
Self-contained	5	4	3	2	1	0	Attention seeking
Appropriate behaviour	5	4	3	2	1	0	Inappropriate behaviour
Positive to peers	5	4	3	2	1	0	Negative to peers
In place	5	4	3	2	1	0	Out of place
Appropriately equipped	5	4	3	2	1	0	Inappropriately equipped
Work up to date	5	4	3	2	1	0	Work behind deadlines
Ability to follow instructions	5	4	3	2	1	0	Ignores instructions
Putting up hand	5	4	3	2	1	0	Calling out
Answering appropriately	5	4	3	2	1	0	Answering back
Homework always done	5	4	3	2	1	0	No homework
Calm when others behave badly	5	4	3	2	1	0	Reacts badly to behaviour of others

Things this student does well:

What specific behaviours shown by this student regularly cause concern?

Other comments you may wish to make (including test results/NC levels):

Please return this sheet to----- by-----

# PASTORAL SUPPORT PLAN

## PARENT QUESTIONNAIRE

NAME

CLASS

What do you think are your child's best qualities?

What sorts of things worry you about your child? When did you first notice difficulties with your child's behaviour?

How is your child behaving at home?

What do you think we can do to help your child at school?

Is there anything else you think we should know about?

I/We will come to the meeting

I/We cannot come to the meeting

Signed.: .....Date .....

<b>Self Assessment Date</b> -----	<b>Name</b>	<b>Year</b>
	<b>Class</b>	

**Please help us by saying how YOU feel you are getting on in school.**  
 (Teacher to ask about activity and ask child to place tick. Teacher to write comments and answers to questions)

ACTIVITY				COMMENTS
Reading				
Writing				
Maths				
PE				
Computers				
Science				
Art/Craft				
Carpet/listening time				
Working by yourself				
Working with a group				
Assembly				
Playtime				
Lunchtime				
Homework				
With friends				
With teachers				

Say something about the things you are pleased with in school.

Say something about the things that upset you about school.

What would make school a better, nicer place?



**WEST BOROUGH**  
PRIMARY SCHOOL

**ANTI-BULLYING POLICY**

Chair of Governors	Mr T Barker
Date agreed	September 2015
Headteacher	Mrs A Crittenden
Review date	September 2017

## West Borough Primary School Anti-Bullying Policy

### 1) Objectives of this Policy

West Borough Primary School Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

### 2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate<sup>1</sup>

### 3) Definition of bullying

*Bullying is "Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally".*

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.<sup>2</sup>

### 4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

---

<sup>1</sup> Adapted from Bullying – A Charter for Action, DCSF

<sup>2</sup> Adapted from Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007

## 5) Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council
- Train all staff including lunchtime staff, and support staff to identify bullying and follow school policy and procedures on bullying
- Actively create "safe spaces" for vulnerable children and young people

## 6) Involvement of pupils / students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure students know how to express worries and anxieties about bullying
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying campaigns in schools
- Publicise the details of helplines and websites
- Offer support to students who have been bullied
- Work with students who have been bullying in order to address the problems they have

## 7) Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying
- Ensure parents know about our complaints procedure and how to use it effectively
- Ensure parents / carers know where to access independent advice about bullying
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying

## 8) Protocol for dealing with bullying

**If you are being bullied:**

Try to look confident, even if you don't feel it.

Don't let the bully know you are upset.

Try to stay in safe areas at school with other people you trust.

If you see someone on their own, make friends with them.

**Always tell someone** – a friend, a teacher or your parents.

**It won't stop until you do.** If you can't talk about it, write a note.

You will be listened to and things will change.

**It is not telling tales and you won't get into trouble.**

*Bullies are usually unhappy people. By solving your bullying problem, you could be helping them too, and prevent them from bullying others.*

## **What we as a school can do to stop bullying:**

- Be a telling school where anyone who sees bullying or has it done to them tells an adult.
- Inform the parents/carers of the bully of what has been happening.
- Make the punishments for bullying known to all the children.
- Show all the children how to walk away from a bully.

## **The “No blame approach”**

This approach is used as a method of dealing with the rare incidences of bullying that occur. Using this method, the bullying is the focus not the bully. The no-blame approach adopts a seven step response to incidents of bullying:

1. The teacher interviews the pupil who has been bullied.
2. The teacher convenes a meeting with the people involved.
3. The teacher explains the problem.
4. The group shares the responsibility. The teacher asks the group for their ideas.
5. The teacher leaves it up to them to implement.
6. The teacher meets with the group, after a few days, to review the progress made.
7. The teacher will decide who, at this stage, needs to be informed.

## **Additional punishments if the NO Blame Approach does not work.**

The bully will be placed on report and the parents notified. The bully will be given an exclusion if the bullying continues.

## **What should pupils tell an adult?**

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before?
- Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

## **What should a pupil do if they witness bullying?**

- Tell an adult
- Inform a school council/peer mediator representative who will then inform an adult without delay.

## **What action will the school take?**

The responsible adult/teacher will lead the “No Blame” sessions – following carefully the procedures that are laid down. The Headteacher will inform parents and/or carers of the facts so far established and what has been done so far. The parents and/or carers will be asked to meet with the Headteacher separately. If the “No Blame” approach does not work, a meeting will be called where both parents and/or carers meet with the Headteacher and Chair of Governors to discuss the way forward (after the fixed term exclusion). If any agreed strategy then breaks down, a permanent exclusion will be made. (The Chair of Governors taking no part in the ensuing pupil discipline and/or appeal hearings except as a witness).

## What should parents do about bullying?

Inform the school if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children, it might be useful to refer to the appendix and the Home-School Agreement. With all children, parents and/or carers should talk about the problems of bullying with their child.

## Important information about bullying

- The nature of bullying changes, as pupils grow older and can become subtler.
- Most bullying is not physical, or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.
- Most bullying is between children of the same ages.
- Those who witness bullying are as deeply affected as those who are directly bullied.
- Children follow example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves, children will tend to adopt aggressive behaviour patterns themselves.

### 9) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints policy
- Behaviour Policy
- Confidentiality Policy
- The teaching of Citizenship and PSHE Education
- Actions plans taking forward the Every Child Matters Agenda
- The recording of racial incidents

### 10) Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DCSF\* and the Anti-Bullying Alliance\*\* to inform its action planning to prevent and tackle bullying.

### 11) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.

The named contact for this policy is Ashley Crittenden.

*\* DCSF Guidance "Safe to Learn: Embedding anti-bullying work in schools"*

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

*\*\*Anti Bullying Alliance guidance*

<http://www.anti-bullyingalliance.org.uk/Page.asp?originx-4237co-4721421398769u17h-2007627412x>

Appendix 9



**WEST BOROUGH**  
PRIMARY SCHOOL

**POSITIVE HANDLING POLICY**

Chair of Governors	Mr T Barker
Date agreed	November 2016
Headteacher	Mrs A Crittenden
Review date	November 2018

## Introduction

The policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces supercedes and replaces previous guidance. It also takes cognisance of joint guidance issued by the DfE and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff, who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the School's Behaviour Policy is made to parents in the school prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

## Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. West Borough Primary School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

All members of school staff have a legal power to use reasonable force<sup>1</sup>. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

<sup>1</sup> Section 93, Education and Inspections Act 2006

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by children's challenging behaviour.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff must be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

## Underpinning Values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect IBP's to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

## Use of Physical Handling

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in West Borough Primary School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour Plan in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to call for a member of staff to employ Team Teach techniques for which they have been trained.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, behaviour plans (IBP) are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

## Minimising the Need to Use Force

At West Borough Primary School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are assigned a mentor who will work in partnership with the SENCO and classteacher, in supporting the IBP and associated behaviour targets.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through the PSHCE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force. Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'defusion' techniques to avert escalation of behaviour into violence or aggression.

## **Definitions of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

### **1. Physical Contact**

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

### **2. Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

### **3. Physical Control / Restraint / Restrictive Physical Intervention**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on the Serious Incident Form. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Headteacher/Deputy Headteacher as soon as possible, and by the end of the school day at the latest.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint/RPI. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement.

## **Types of Incident**

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;

- A pupil is running in a corridor in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school. See Absconding Policy).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At West Borough Primary School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search may be necessary then the police would be called.

### **Strategies: Time-Out / Withdrawal / Planned and Emergency Physical Interventions / Recovery**

#### Time out

This involves restricting the child's access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

#### Withdrawal

Which involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of "quiet time" shall be negotiated between the child and staff involved.

#### Planned Physical Intervention

Is described/outlined in the pupil's Behaviour Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the IBP is drawn up. These interventions may include the use of Team Teach techniques.

#### Emergency Physical Intervention

May be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a risk assessment will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future. Wherever possible assistance will be sought from another member of staff.

Positive Handling at West Borough Primary School (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

#### Recovery

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with special needs
- Time with a member of staff to debrief the incident

## **Injury to the Child**

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any such injury will be reported using the 'Serious Incident Form'. Any injuries to pupils as a result of incidents involving restraint will be reported to the Headteacher / Deputy Headteacher and parents / carer.

Adequate staff are trained in First Aid. Any may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention.

## **Staff: Authorised Staff / Health and Safety / Training / Support**

### **Authorised Staff**

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically, they have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils'.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

### **Health and Safety of Staff**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' plans have a duty to report these to the Headteacher / Deputy Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. This information will be shared on the staff notice board.

Through the provision of Team Teach training, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on the Serious Incident Form/Accident Form.

### **Staff Training**

It is the responsibility of the Headteacher to ensure that Team Teach training in the use of positive handling is available to staff and is kept up to date. The school provides training for authorised staff and the Headteacher retains a list of all those staff trained. The list is reviewed on an annual basis.

No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Some school staff working directly with pupils receive the 12-hour Course in Team Teach as the school is considered to be a low risk setting. This is in line with Team Teach policy.

However, if staff are unable to support physically they are expected to support with de-escalation.

### **Staff Support Following Incidents**

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical hold, may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

At West Borough Primary School we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to support; this will be made available/supported through the Headteacher or Deputy Headteacher. Staff may also contact the Las Support Line.

## **Recording and Monitoring Incidents**

### **Recording**

Where physical control or restraint has been used, a record of the incident will be kept. This record should be kept in the Bound Book file located in the Headteacher's office.

Appropriate documentation will be completed as soon as possible after the incident, prior to staff going off duty and be signed by all staff involved and the Headteacher/Deputy Headteacher. After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

### **Monitoring**

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis (at least termly) and the results used to inform planning to meet individual pupil and school needs. The Headteacher will present an annual summary of incidents that have involved the use of force to the Governing Body .

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Plan /Risk Assessment

## **Visits Out of School**

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for pupils that may be a possible danger prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

## **Whistle Blowing**

Whilst the training in TEAM TEACH provided to staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher, another member of the Senior Leadership Team or with the Chair of Governors, in order to allow concerns to be addressed and practice improved.

- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

## **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of physical hold within the school indicates that an allegation of mishandling by a member staff, the school's complaints policy will be followed.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.