



# Behaviour for Learning Policy Incl bullying

*'From tiny acorns, mighty oak trees grow,  
watered and nurtured by God's love'*

*'For with God, nothing is impossible' Luke 1:37*

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# Table of Contents

## 1. Introduction

- Aims

## 2. Key Contacts

## 3. Leadership Roles and Responsibilities

- Teachers
- Parents
- Children

## 4. Acceptable and Unacceptable Behaviour

## 5. Restorative Justice

## 6. Sanctions

## 7. Behaviour Modification Plan

## 8. Emotional Resilience

## 9. Safeguarding our pupils – child-on-child abuse.

## 10. Bullying

- Definition
- Strategies
- Signs and Symptoms
- Procedures
- Outcomes
- Topic (History/Geography/Art and DT)

## 10. Monitor and Evaluate

Annex A - Home - School Agreement

Annex b - Positive Handling Policy

## Introduction

*“Through the nurturing hands of od, we aspire for all children to become confident, emotionally resilient and compassionate individuals who achieve personal success through strength of character and a love of learning”*

### Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Braywood. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community underpinned by our vision.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school’s general rules and classroom charters.

### Aims

The aim at Braywood is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

#### **At Braywood we aim to achieve this by:**

- Encouraging everyone to take responsibility for their own actions;
- Making everyone feel worthwhile both as individuals and as contributors to life and work of the school;
- Giving people space to grow, change and express themselves;
- Allowing differences of opinion or conflicts of interests to be explored openly;
- Encouraging the use of humour as one way of defusing situations and keeping things in perspective.

Children have the best chance to grow and develop in an environment in which they feel secure and able to take risks safely and where everyone is respected. Behaviour can be affected by home circumstances and consideration must be given to this. Parents are encouraged to discuss any issues that may affect their child in school with their child's class teacher. We have an 'open door' policy so thus can be done at any time through a variety of communication tools.

#### **It is essential for adults working with children to:**

- Identify what behaviour is appropriate or inappropriate in a variety of different situations;
- Be consistent and fair in applying agreed rules and expectations, whilst being aware of children’s individual needs. Provide clear consistent boundaries;
- Acknowledge, praise and give attention to appropriate behaviour in order to teach children what is acceptable and expected;
- Enable children to identify their mistakes and make amends;
- Enable children to see that there are consequences to their actions;
- Involve children in managing their own behaviour, in finding solutions e.g. restorative justice;
- Make the school’s approach to behaviour management known to parents and children at the point of admission to the school

## Key Contacts

| Position                     | Contact            |
|------------------------------|--------------------|
| Class Teachers & Headteacher | Susan Calvert      |
| Governors                    | Chair of Governors |

## Leadership Roles and Responsibilities

All members of staff have a leadership role and are integral in moving the school forward in our curriculum design.

### All Governors will...

- Support the procedures in our Behaviour Policy
- Fulfil their role if there is a complaint
- Monitor the behavioural issues in the school.

### All teachers will ...

- Adhere to the Behaviour Policy
- Use an appropriate and respectful approach towards the children
- Listen to the needs of the children and parents
- Teach restorative justice and emotional resilience
- Provide adequate praise and 'Golden Time'
- Be mindful of 'bullying' even when it is very minor
- Implement sanctions that are fair and judge each child fairly

### All parents will ...

- Be respectful and tolerant to other pupils in the school
- Remember that there are always two versions of any incident in school
- Understand and support the policies of the school
- Remember to abide by our home-school agreement

### All children will ...

- Be respectful and tolerant to other pupils in the school
- Remember to use the tools taught to them about managing your feelings
- Understand and support the policies of the school
- Remember to abide by our home-school agreement
- Use their voices during Whole School Council sessions to influence policy
- Tell a teacher if there is a problem
- Be brave and look after others

## UN Convention on the Rights of all Children

The collaboration between children and adults to agree the behaviours in a 'rights respecting' classroom is a real and meaningful way to action behaviour on a day-to-day basis. The focus is on a charter agreed by all members of the classroom community and is based upon an individual's responsibility to take account of their own actions.

At Braywood our golden promises are based upon the ethos that " *you have the right to a good education and the responsibility to make the most of it!*"

- I have the right to learn. My responsibility is to work hard and always do my best.
- I have the right to be treated with respect and to have friends. My responsibility is to be kind, helpful and gentle.
- I have the right to feel safe and know the truth. My responsibility is to be honest.
- I have a right to a belief and express my opinion. My responsibility is to listen carefully to others and think before I speak.
- I have an equal right to use all the equipment available in school. My responsibility is to take care of property, to use it at the right time and to not waste it.
- I have the right to be healthy and fit. My responsibility is to exercise, stay clean and get a good night's sleep.

The children, staff and parents all sign a 'home - school agreement' to outline the types of behaviours acceptable by all parties. This appears in their Learning Log and is signed at the beginning of every school year. (See Appendix 1)

## Expectations for Behaviour for learning

All our behavioural strategies are based on positive behavioural management. We do not have names written on the board, names dropped off the behavioural chart etc, everything is based on positive behaviour strategies. Once a child has had two warnings. Then they must reflect upon their choice by writing down an apology. Loss of privileges and sanctions will usually follow.

Well-deserved praise and encouragement are recognised as important to maintain good discipline and fostering self-esteem. Praise shows children that they are valued, it celebrates their achievements and rewards kind behaviour.

These include:

- Verbal praise, class helpers, privileges
- Success stickers especially for the younger children
- Merit marks which culminate in an award certificate or prize
- 'Star of the Week' awarded in Monday's celebration assembly by Headteacher and name in weekly email.
- The 'kindness award' & Reading, writing, maths Award celebrated in Monday's assembly
- Name in Golden book and 'Headteacher's stickers awarded in Family Assembly.
- Cup of the day awarded by the class teacher for excellence. It can be for good/improved behaviour as well as academic achievement. This is an immediate class reinforcement of good behaviour and celebrated with their peers.
- Golden time is earned throughout the week. There is a choice of 20-30 minutes of a choice of 4 activities usually talent show, ICT, construction etc

## Emotional Resilience

As outlined in our vision we want children to have the 'strength of character' to be able to manage their own behaviour and the behaviours of others around them. To have the skills and emotional resilience to work alongside their peers confidently and securely. To encourage emotional resilient and a sense of right and wrong we have a where children feel that they all play an active part in the life of the school they are all involved in being 'helpers' in the routine running of the classroom. The children in Year 4 are given tasks such as collective worship leaders, playground leaders, toilet monitors and opportunities to read stories to the younger children to nurture their skills as role models for good behaviour.

Often individual children are asked to become a buddy for another child either to help children who need gentle reminders to keep on task 'learning buddy' or with assistance in the playground to socialise correctly with the rest of the school. Opportunities will arise in the Classroom or Assembly through regular Personal and Social Education to discuss aspects of good/appropriate behaviour. Outside agencies such as 'Learning through Action', demonstrations of SEAL material or by Jenny Mosely may be used to focus the 'whole school' on aspects of behaviour and all staff are trained in the fundamentals of behaviour management.

These are all based upon the UNICEF Rights of the Child. Pupil Parliament monitors the behaviour of the school and have a valuable contribution to make towards the smooth running of the school. The discussions the school representatives have in the classrooms reveal problems and issues, which their peers may feel.

## Restorative Justice

Staff on playground duty will try to resolve disputes by listening to all concerned and encouraging the children to resolve their differences through a restorative approach. We have playground buddies to support the younger children, or a new member of the classroom and all children are encouraged to support others in the playground. The younger children are often not together with the older children due to a staggered lunchtime to reduce any issues.

All TA staff are trained in behavioural techniques to diffuse tension in the playground and have their own stickers and rewards systems to assist with controlling behaviour. Playground games are encouraged. Lunch-time Controllers will report incidents when they consider it necessary to the Class Teacher who will take appropriate action. The Headteacher is also present some playtimes to monitor behaviour.

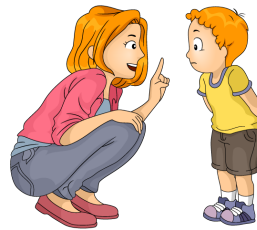
## Our Learning Behaviours

In every classroom there are a set of behaviours for Learning. These are all based upon research that should support each child to maximise their learning potential. If a child's behaviour is stopping another child from learning or making another child upset, then we all follow this simple set of instructions. This helps children understand what the rules are at our school. We have three behavioural rules at school to help the children remember the code.

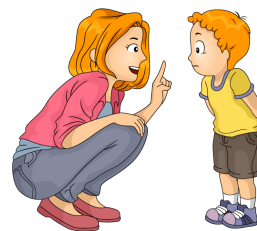
These are **SAFE**, **RESPECT** and **RESPONSIBLE**.

### Am I stopping other children from enjoying school or learning?

1. First reminder of the right choices



2. Second reminder of the right choices



3. Write an account of the right choices that you should have made.



4. Loss of Privileges



5. Wrong choice written in the teacher's amber book and parents contacted.

6. Name written in the RED book. Mrs Calvert talks to you every day about your behaviour with your parents.

## Unacceptable Behaviours

In all instances of unacceptable behaviour, the deed will be condemned - not the child e.g. "you are an unkind and thoughtless child" should be altered to "that is an unkind and thoughtless behaviour". This gives the child the chance to moderate his/her behaviour and does not label the child himself/herself. There will be consequences for unacceptable behaviour, but the child will always have the opportunity to make a fresh start the next day.

Children have been taught about the 'inner chimp' and how they can manage their feelings positively and respectfully of others. These include:

- Reminder of the rules or the charter in the classroom.
- Red, amber and green signals in the classroom. Children who move from the green have a warning before any consequences are given and they have the chance to improve their behaviour and go back to the green. Once the red their parents are informed, or they have to report to the Headteacher.
- All staff can put a child on amber including lunchtime staff
- 3, 5- or 10-minutes loss of playtime or golden time.

Sanctions will be differentiated to the needs of the children. Children with behavioural difficulties are placed on our provisional mapping profile and suitable support is offered inside the school. Professional advice is sought to help the child cope with emotions, which may lead to explosions of bad behaviour e.g. behaviour modification plan.

### **It is essential for adults working with children to:**

- Identify what behaviour is appropriate or inappropriate in a variety of different environments or situations;
- Be consistent and fair in applying agreed rules and expectations, whilst being aware of children's individual needs;
- Acknowledge, praise and give attention to appropriate behaviour in order to teach children what is acceptable and expected;
- Provide clear consistent boundaries for inappropriate behaviour;
- Enable children to identify their mistakes and make amends;
- Enable children to see that there are consequences to their actions;
- Involve children in managing their own behaviour, in setting targets for improvement and finding solutions;
- Make the school's approach to behaviour management known to parents and children at the point of admission to the school.

## Sanctions

There are some behaviours at Braywood for which we have a zero tolerance to. These behaviours include physical violence, swearing, racial incidents and name-calling. Such behaviours are recorded in our 'Orange books' and always reported to parents. School is a safe place to make mistakes and often early behavioural mistakes are remedied immediately. If however behaviours persist then we look at specific modification plans and the Red book.

- Parents will be informed.
- Child will be placed on Behaviour Modification System for period of one month/half term.
- There could also be a home/school agreement if appropriate.

Teachers will have individual meetings with child and their parents to agree targets to improve a specific area of behaviour. Various incentive charts will be issued with a record of their success and some appropriate reward given at the end of the week. The modification plan will be monitored by the Class Teacher (daily) and checked by a senior member of staff weekly. Copies of targets will be made available to parents. If further support is needed the LEA Behaviour Support Team will be asked for a referral. An Individual Behaviour Plan (IBP) should be drawn up.

## Safeguarding our pupils from bullying - Child on Child Abuse

The school's procedure for managing behaviour is fair and applied equally to all. All staff operate a consistent system of rewards and discipline. We are all aware of the fact that all children have the potential to abuse other children in school. This can be in the form of

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault usually in older pupil
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing;
- sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We believe that all pupils have a right to learn in a supportive, caring, safe environment without the fear of being bullied. Any incident of harassment is unacceptable in our school. We expect high standards of behaviour from all our pupils. Staff are trained regarding the fact that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Clear processes are in place to support children who feel they have been abused and that it is unacceptable especially girls and SEND pupils. This includes incidents such as 'lifting a girl's skirt up' this is not tolerated as suggested in the recent 'Upskirting' This is addressed in our Child Protection and Safeguarding Policy.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour, which is damaging to any minority group, is always unacceptable.

### Definition of Bullying

Bullying can be described as being a deliberate and repeated act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of co-operation in a lesson. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet e.g. email & internet, mobile threats by text or calls, photos

No child, young person or adult should have to tolerate bullying behaviour in our school whether by pupils, parents or other staff. It is everyone's responsibility to safeguard him or her against such incidents and to deal with them quickly and effectively. We are a **TELLING** school.

### Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is unwilling to go to school, cries themselves to sleep at night, has nightmares, feels ill in the morning
- Becomes withdrawn anxious, or lacking in confidence, starts stammering
- Begins to do poorly in schoolwork
- Has unexplained cuts or bruises, stops eating
- Becomes aggressive or unreasonable, and is frightened to say what's wrong



## Strategies for preventing bullying in school

To reinforce the school ethos, we will discuss bullying regularly in our assemblies, circle time, PSHE lessons, or if bullying occurs. We have a set of school rules, all children sign a behavioural contract and actively demonstrate how to deal with bullies e.g. stories, role play, ICT and discussions with visitors (NSPCC).

Children are taught to say 'NO' if something is happening that they are not happy with and to capitalise on their strength of character. We constantly...

- Remind children that silence is the bully's greatest weapon.
- Remember you do not deserve to be bullied; it is wrong.
- Be proud of who you are. It is good to be you.
- Try not to show the bully you are upset - bullies thrive on fear.
- Stay with a group of friends/people. Safety in numbers.
- Be assertive - shout "no." Walk confidently away. Go straight to a member of staff.
- Fighting back may make things worse.
- Generally, it is best to tell an adult straight away.

## Role of Parents

We need the support of parents to record any changes in behaviour, so we ask parents to:

- Offer to talk to our ELSAs (Emotional Support Assistants) if child is upset.
- Look out for unusual behaviour in their child, not wanting to attend school, regularly feeling ill, changes in personality etc.
- Take an active role in their child's education. Enquire how the day has been in school, who they have spent time with etc.
- If you feel your child has been a victim of bullying behaviour inform school immediately. Your complaint will be taken seriously, and appropriate action taken.
- It is important that you do not advise your child to fight back. This can make matters worse.
- Tell your child that it is not their fault they are being bullied.
- Make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please contact the school to discuss the issues. We will deal appropriately with the issue.

Parents are always informed if an incident happens at school so that we can offer an immediate intervention.

## Procedures if an incident occurs

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim;
- Talk to the aggressor and inform the victim what action has been taken;
- If the incident is witnessed by other pupils, tell them why it is wrong;
- Report the incident to the Headteacher or Deputy Headteacher and inform him/her of the action taken;
- Inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the main office);
- Inform both sets of parents, if appropriate.

Children and staff should demonstrate respect for individuals and discourage stereotyped attitudes and behaviour. Teachers should intervene if children demonstrate through either their actions or their conversation, inside or outside the classroom, that their attitudes are biased. All incidents should be reported to the Headteacher and any racial incidents are recorded and reported to the governing body and the LEA.

## Outcomes

- The child who has caused harm will be asked to genuinely apologise. Other consequences may take place if appropriate to the behavioural issues. If possible, the pupils will be reconciled
- In serious cases, suspension or even exclusion will be considered. The school will follow the RBWM procedures in this case.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

There is a range of support material for parents who feel their child is being bullied in the office/website. See Equality and Diversity Policy for more information

## Exclusion

It is felt that with young children this is an inappropriate method of dealing with unacceptable behaviour. However, if a child repeatedly threatens the safety of other pupils/staff then it would be considered as a possible option closely following LEA guidelines.

## Monitoring and Evaluation

Regular assessments/scrutiny, school performance data, lesson observations and moderations track pupils' specific groups' progress as they move through the school. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

The governing body receives regular updates on pupil performance and behaviour information. Parents receive regular parents' evenings, days in school and surveys in order to ensure communication channels are open and transparent with regards our duty of care.

The Governing Body monitors this policy annually.



## Appendix A - Home- School Agreement

*“Through the nurturing hands of God, we aspire for all our children to become confident, secure, caring individuals who achieve personal excellence and develop a love of learning”*

### The School will:

- Provide a broad, balanced, creative and personalised curriculum that is fulfilling and challenging.
- Value children as individuals and encourage them to achieve their potential
- Provide a secure and caring environment, promote a healthy lifestyle and safeguards their needs.
- Encourage the children to take care of their surroundings and others around them.
- Provide a clear framework for behaviour management and encourages pupils to make the right choices. Give early warnings of any problems concerning work, behaviour or relationships.
- Regularly inform parents of their children's academic/social progress and has a clear homework task
- Keep parents informed / involved in all aspects of school life.
- Provides a range of extra-curricular activities

### Our families will:

- Takes an active interest in their child's education and encourages their child to do their best
- Ensures that the child attends school regularly, on time and in correct school uniform.
- Let the school know if there are any concerns/problems that might affect a child's work or behaviour.
- Support the school's approaches and guidelines for behaviour and standards.
- Support their child in reading, homework and other opportunities for home learning.
- Encourage their child to take a pride in their school and play a full part in school activities
- Act as a responsible digital role model and use social media appropriately and courteously
- Safeguard our community's data – don't share photos or digital information on social media
- Attend parent evenings and discussions about their child's progress.
- Wherever possible, participate in all aspects of school life.

### The Child will:

- Adhere to the School Charter and respect the rights of others without exception.
- Do their best and show a positive attitude to learning
- Follow the behaviours for learning
- Complete their homework on time and to the best of their ability.
- Be responsible for their belongings and help to keep their classroom tidy.
- Come to school dressed smartly in their school uniform.
- Always be polite towards adults and peers at school and to respect your parents at home.
- Exercise self-discipline and take responsibility for their actions in the real world and the online world
- Ensure that they get to school on time with everything you need for the school day.

*“All children need a positive and supportive partnership between home and school. Working together, we will achieve the very best for our children in an atmosphere of happiness, security and trust”*

## Appendix B – Positive Handling Policy

### The Legal Framework

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

### Definition of Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

### General Policy Aims

Staff at Braywood School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our policy on positive handling should therefore be read in conjunction with our Behaviour and Child Protection policies.

### Specific Aims of the Positive Handling Policy

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

### Why Use Positive Handling?

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Failure to positively handle a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

### Alternative Strategies

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (e.g. is a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- The *broken record* in which an instruction is repeated until the pupil complies
- Use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- The employment of other sanctions consistent with the school's policy on behaviour.

## Use of Positive Handling

**Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form that could be seen as a punishment.**

Named staff are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective positive handling should be a last resort. When positive handling becomes necessary:

### DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible, e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

### DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

## Actions After an Incident

Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **A member of the leadership team should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be

involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises.

Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

## Complaints

A clear positive handling policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

### **When might it be appropriate to use reasonable force?**

Examples of situations that may require restraint are when:

- A pupil attacks a member of staff, or another pupil
- Pupils fighting
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- A pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- A pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- A pupil persistently refuses to obey an order to leave an area
- A pupil behaves in a way that seriously disrupts a lesson.

The form below is used for **serious** accidents or injuries for adults and children

|  |  |   |       |
|--|--|---|-------|
| ○ <b>DETAILS OF PERSON INJURED/ASSAULTED</b>   |  |   |       |
| Forename:  |  | Surname:  |       |
| Address:<br><br>Postcode:  |  | Date of Birth:  |       |
|  |  | Age:  |       |
|  |  | Sex:  |       |
|  |  | Job Title (or Client, student, visitor, contractor, etc): |       |
| Telephone No:  |  | Place of Work/<br>Department:                             |       |
| ○ <b>DETAILS OF ACCIDENT/INCIDENT</b>  |  |   |       |
| Date of accident or incident:  |  | Time:   | AM/PM |
| Address where<br>Accident/incident occurred:   |  |   |       |
| Precise place (e.g. kitchen, classroom, etc.)  |  | Nature of injury (e.g. cut, bruise, fracture, etc.)       |       |
| Part of body affected:   |  | Treatment given:  |       |
| <b>DESCRIBE WHAT HAPPENED:</b>   |  |   |       |
| Please give as much detail as you can, including names and parts played by any other persons (staff, client, pupil etc.) and identifying any substances or equipment involved. |  |   |       |
| (Continue on a separate sheet if necessary)  |  |   |       |

|   |              |
|---|--------------|
| Was the injured person taken to hospital?   |              |
|   |              |
| Did the injured person continue to work?  |              |
| Number of days absent from work:  |              |
| Name and address of any witnesses:  |              |
| Date telephoned HSE (0845 300 99 23):   |              |
| <b>OBSERVATIONS OF MANAGER AND PROPOSED ACTION TO AVOID RECURRENCE</b>  |              |
| General Observations:   |              |
| Is any remedial action required? Give an indication as to whether action has been/ is being taken (e.g. further training provided, further security arrangements, review of risk assessments and working arrangements etc.) |              |
| Manager's name:   |              |
| Signature:  | Date:        |
| Telephone No.:  |              |
| <b>For use by Health and Safety Team:</b><br>Date F2508 sent to HSE   | Observations |