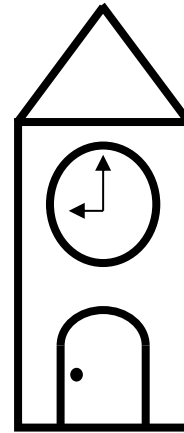


Wisbech Schools'
PARTNERSHIP 

Working Together



BEHAVIOUR & DISCIPLINE POLICY

JUNE 2020

**(Section 1: FBPS)
(Section 2: WSP)**

SECTION 1
FRIDAY BRIDGE PRIMARY SCHOOL
BEHAVIOUR POLICY

School Ethos

- We have one central purpose: enabling children to learn and achieve within a safe and purposeful working environment
- All children are valued as individuals, regardless of sex, ethnic or cultural background, religious faith or special educational need
- We endeavour to promote our children's self-esteem, whilst encouraging them to take responsibility for their learning, behaviour and environment
- Praise and positive reinforcement are actively used
- We make provision for children's spiritual, moral, social and cultural development through: the curriculum and life of the school, the example set for children by adults in the school and the ethos of the school which is underpinned by our school values: Respect, Independence, Humility, Faith, Perseverance and Courage
- Children, staff, governors and parents share clear objectives and goals within a climate of encouragement, support and appreciation; they have open communication and a common sense of purpose
- We treat all members of our school community with respect, consideration and courtesy
- Staff are STEPS trained and follow a restorative approach – there is a trained STEPS tutor in school who ensures a consistent approach to behaviour

We support and encourage all members of our school to:

- Listen to each other
- Treat others with respect and politeness
- Learn to resolve differences of opinion in a calm manner
- Care for surroundings and possessions
- Ensure that no-one is put at risk by the actions of others
- Respect the rights of others to play/work without interference
- Take responsibility for actions and behaviour
- Demonstrate honesty and integrity
- Recognise and praise prosocial behaviours

Rewards

Children are rewarded by positive reinforcement and praise such as:

- Personal acknowledgement and praise from staff members
- Being encouraged to feel proud of themselves
- Personal acknowledgement and praise from the Headteacher
- The awarding of stars, a certificate and house points

Expectations

At Friday Bridge Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure, and where effective learning can take place
- Recognise prosocial behaviour
- Provide encouragement and stimulation to all pupils
- Treat all children fairly and apply this policy in a consistent way
- Ensure that all children and staff are aware of the school rules and that each class has its own classroom rules
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us
- Follow the Code of Conduct

- All members of the school community are expected to respect themselves, each other and the school environment
- All will walk when moving around the school
- All members of the school community are expected to be punctual
- Children should wear the correct school uniform or the correct clothing. Our uniform expectations have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning
- Apply a reflect, repair and restore approach to difficult and dangerous behaviours

Bullying

At our school we define bullying as: 'Emotionally or physically harmful behaviour which is: Repetitive, wilful or persistent, intentionally harmful, carried out by an individual or a group based on an imbalance of power leaving the person who is bullied feeling defenceless'.

Please read our **Anti-bullying Policy** for further information on how our school deals with suspected incidents of bullying.

Note to parents:

If you are concerned about your child's behaviour – or you think your child is the victim of the negative behaviour of others:

- Listen to your child, however be aware that there may be another side to the story
- Decide if it can be best dealt with by talking to your child and offering appropriate advice
- If you think the school needs to know please contact your child's teacher, making an appointment will ensure that the matter can receive the best attention
- Once you have done this support the school in dealing with the incident – please do not take the matter into your own hands
- Please keep the teacher informed of any developments and the school will likewise inform you.

Behaviours and Consequences

Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. The class teacher will deal with minor breaches of discipline in a caring, supportive and fair manner. Each case is treated individually but children need to be made aware that they are responsible for their own actions and that these lead to consequences. Each class teacher uses a reward system within their class, appropriate to the age and stage of the children.

If behaviour continues to be disruptive in class the following steps will also be taken:

- A behaviour log will be used to record patterns in behaviour, this will be shared with the SLT and, if appropriate, discussed with parents
- Where there are more serious incidents of poor behaviour, e.g. Physical violence towards another child or member of staff a record of behaviour will be completed. This details the incident and actions immediately taken and is submitted to the SLT for follow up action, which dependent upon the nature and severity of the incident may result in parents being informed and, if appropriate a fixed term exclusion in line with Exclusion Guidance
- Where incidents of disruptive behaviour continue a risk management plan will be developed with parents and the Headteacher and will be shared with all adults who work with the child to provide support for difficult and dangerous behaviours

Pro-Social Behaviour	Consequence to encourage
Showing effort in work/completion of work Neat presentation of work to your best ability Being in the right place at the right time Helping/supporting others in distress Good manners Good listening Following instructions first time Kindness to others Calm voice and calm body Looking after all equipment (schools, own and others), keeping the school environment tidy Show respect in personal space	Verbal praise including thanks Messages to parents Stars for chart Referral to Headteacher or another staff member to reinforce pro-social behaviours
Low Level (verbal reminder) Behaviour (Difficult)	Consequences to support
Lack of concentration/focus on work Ignoring/not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Rough play: including pushing, grabbing, pulling Running/being noisy in the corridor Inappropriate use of equipment Dropping litter Interrupting adults or pupils Inappropriate undirected language Using equipment to tap or touch another person	Verbal reminder <ul style="list-style-type: none"> • Responses should seek to de-escalate behaviour and encourage positive behaviour • Positive phrasing e.g. limiting choice, disempower the behaviour • Restorative/educational consequences e.g. time with an adult, intervention
Medium Level Behaviour (Difficult)	Consequences to support
Rough play where someone gets hurt: Slapping, pinching, tripping, shoving in the back or pulling someone to the floor Continual undirected inappropriate language Refusal to work Refusal to follow instruction/cooperate Persistent invading of another person's personal space Persistent lack of effort Deliberately provoking others Deliberate unkindness to others Persistent interrupting adults or pupils	<u>Reflect, repair, restore</u> <ul style="list-style-type: none"> • Discussion with pupil/pupils involved • Consider teaching of how to deal with behaviour. Non repetitive/repetitive • If intervention required, speak with SLT • Complete behaviour log • Restricted lunch/break time play in a supervised area with alternative provision • If necessary, plan intervention/teaching • Monitor impact of teaching/intervention • Roots and Fruits/anxiety mapping • RMP when needed
High Level Behaviour (Dangerous)	Consequences to support
Intentional vandalism causing damage to school or children's property Spitting at someone Stealing Persistent refusal to work Persistent refusal to follow instructions Verbal threats and physically intimidating	<u>Reflect, repair, restore</u> <ul style="list-style-type: none"> • Discussion with pupil/pupils involved • Consider teaching of how to deal with behaviour. Non repetitive/repetitive • If intervention required, speak with SLT • Complete behaviour log • Restricted lunch/break time play in a supervised area with alternative provision • Monitor impact of teaching/intervention • Roots and Fruits/anxiety mapping

	<ul style="list-style-type: none"> • RMP when needed • Contact parents at decision of SLT
Highest Level (Crisis)	Consequences to support
Violent physical aggression causing personal injury: intentional punching, kicking, head-butting, biting or slapping Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language Use of objects/weapons to intentionally hurt others Bullying/persistent intimidation	Removal from the place the incident took place Repair, reflect, restore discussed with an adult (and other children where appropriate) An educational/protective consequence Parent/Carer notified A record of the incident made on behaviour log An internal/fixed term/permanent exclusion Referral or advice sought from Children's Services RMP put in place

Risk Management Plans (RMP)

For a few pupils, whose behavioural needs are exceptional, a Risk Management Plan may be required to formalise strategies for all staff so a consistent response to challenging or dangerous behaviour is given to the child. Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others, to ensure learning takes place for all. When completing an Individual Risk Management Plan the following will be considered:

The triggers to;

- Anti-social behaviours
- Pro-Social behaviours
- Low anxiety behaviours
- High anxiety behaviours
- Crisis behaviours

Strategies to respond to these behaviours will be written in the plan and shared with staff to ensure a consistent response to de-escalate the behaviours, promoting pro-social behaviours. The plan will be reviewed every four weeks with parents/carers and the Headteacher.

A plan Coordinator will consider the following:

- Calculate the risk of dangerous behaviour towards themselves, peers, adults or property
- Consider the pupils 'Roots and Fruits' and 'Anxiety Map' to identify areas of difficulty
- Identify a pupil's 'pro-social' behaviours and how these can be utilised to develop self-esteem and reduce anxiety
- Identify 'difficult' behaviour and set out planned scripted responses to difficult behaviour
- Identify 'harmful or dangerous' behaviour and set out planned scripts and responses to ensure the pupil is removed safely without harm to themselves or others, in line with the WSP Behaviour and Discipline Policy
- Involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- Consider the age, understanding and competence of the individual learner
- Outline the 'Reflect, repair and restore' phase
- Base a plan on the basic premise that "positive experiences create positive feelings and positive feels create positive behaviour" (Cambridgeshire Steps Behaviour Management)
- Review the plan on a half termly basis, or sooner if further incidents occur

Adults always seek to de-escalate behaviour at each stage

Learners with Special Educational Need or Disability

We expect all learners to follow our expectations. However, this will be more difficult for some learners at certain times. Learners with an identified SEN/D particularly under the category of Social, Emotional, Mental Health (SEMH), may have personalised support and intervention set out in their Individual Risk Management Plan and/or their Provision Plan. Please see SEN Policy and SEN Information Report for further details.

Exclusion (see also CCC Exclusion Guidance)

Fixed Term Exclusion

Fixed term exclusion may be used when a child's actions or behaviour endangers other individuals or property or challenges the authority of school staff. Endangering other individuals may include:

- Physically threatening, intimidating or actually hurting others
- Verbal abuse, name calling, racist abuse
- Persistent rough, inappropriate play which is unsafe
- Bullying in any form

Endangering property may include:

- Deliberate damage of school equipment, including throwing items across the room, breaking windows, kicking or slamming doors
- Deliberate damage of the outdoor school environment

Challenging the authority of staff members:

- Refusing to follow class and school expectations
- Refusing to comply with instructions e.g. requests to leave the classroom
- Leaving the school premises without permission

Exclusion may also occur when a child persistently and deliberately disrupts the learning environment of the classroom, thereby preventing the teacher from teaching and other members of class from learning.

Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Headteacher and the relevant facts are fully investigated before a decision to exclude is taken.

The following steps are taken:

- i. The incident is investigated as soon as possible
- ii. The child/member(s) of staff are questioned for their point of view
- iii. Adult and children eye-witnesses are questioned and their account are considered
- iv. Injuries or damage to property are investigated
- v. The location of the incident is taken into consideration

Permanent Exclusion

Permanent exclusion may ensue if, in spite of the school's own support systems and external agencies, a pupil's behaviour continues to constitute a danger to other individuals or to challenge authority

Reasons for permanent exclusions may include the following:

- Physical assault on another pupil or adult
- Bullying
- Threatening behaviour
- Defiance/challenging authority of the school staff
- Deliberate damage to property
- Possession of an offensive weapon
- Theft
- Verbal abuse to other children/adults

In the case of persistent behavioural difficulties which lead to either fixed term or permanent exclusion, the advice of external support agencies will be sought. This may include the Specialist Teaching Team and Child and Adolescent Mental Health Team, Social Services or the Behaviour Support Service. In the case of both fixed term and permanent exclusion, the Local Authority's procedures relating to exclusion will be implemented.

SECTION 2 BEHAVIOUR & DISCIPLINE POLICY

PART ONE: DfE guide

PART TWO: WSP

PART ONE

This policy is based upon the “Behaviour and Discipline in Schools” guide from the DfE in 2012. It has been formulated under the auspices of the Wisbech Schools’ Partnership and is designed to ensure continuity and cohesion across the Wisbech Community of Schools.

Key Points:

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school, including school visits.
- The power to discipline also applies to paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants.
- Heads and Governing Bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing Bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

What the law says:

1. The Headteacher must set out measures in the behaviour policy which aim to:
 - Promote good behaviour, self-discipline and respect;
 - Prevent bullying;
 - Ensure the pupils complete assigned work; and which
 - Regulate the conduct of pupils¹.
2. When deciding what these measures should be, the Headteacher must take account of the Governing Body’s statement of behaviour principles. The Headteacher must also take account of any guidance or notification provided by the Governing Body, including in relation to screening and searching pupils, the power to use reasonable force, other physical contact, the power to discipline beyond the school’s gate and pastoral care for school staff.
3. The Headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers’ powers to discipline include the power to discipline pupils even when they are not at school or in charge of a member of staff
5. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents² and pupils at least once a year.
6. Teachers have a specific legal power to impose detention outside school hours.
7. Teachers can confiscate pupils’ property.

1 Section 89 (1) (a to e) of the Education and Inspections Act 2006

2 References to parent or parents are to fathers as well as mothers, unless otherwise stated

Developing the behaviour policy

In developing the behaviour policy, the Headteacher has reflected on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
10. Organisation and facilities.

If an allegation or accusation is made against a member of staff, Child Protection procedures will be followed. If allegations are found to be malicious, disciplinary action will be taken.

This policy acknowledges the school's legal duties under the Education Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

Punishing poor behaviour

What the law allows:

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be addressed at the discretion of Head teachers of individual schools in consultation with parents and other relevant agencies.

Subject to each school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when a child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing the school uniform or

- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Detention

What the law allows:

There is a legal power to put pupils (aged under 18) in detention. This will be used at the Headteachers discretion and parents will be informed.

Parental consent is not required for detentions.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules. Refer to Appendix 1 – Cambridgeshire "Appropriate use of force".

Exclusions

Wisbech Schools' Partnership schools adhere to the Exclusions guidance provided by the Local Authority. Corporal punishment is unlawful.

Disability, Special Needs and Emotional Wellbeing

- 1 Children and young people who have a disability, special need and/or emotional health and wellbeing difficulties should have an individual, multi-agency plan and risk assessment around their needs and behaviour, addressing any wider issues or underlying difficulties (for example CAF). Any specific issues stemming from these needs will be identified to allow for planning for episodes of difficult behaviour. This will be particularly important for children and young people whose SEN and/or disabilities are associated with:
 - Communications impairments that make them less responsive to verbal communication or unable to communicate their needs or feelings effectively;
 - Physical disabilities and/or sensory impairments;
 - Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy; or
 - Dependence on equipment such as wheelchairs, breathing or feeding tubes.
- 2 Knowledge and insight about a child or young person that their parents and other professionals involved with the family can provide will be key in managing behaviour and preventing the need for physical intervention
- 3 Any risk assessment should take into account the skills and abilities required of staff in dealing with the child or young person. Training needs must be addressed as required. This is relevant to ensure that suitably qualified and trained staff are available to deal with the child or young person. Also to ensure that the staff member is prepared to deal with the situation; thus meeting our duty of care in respect of the individual and for the employee. At the very least advice should be sought from someone who knows the child or young person well, to ensure early signs are recognised, to allow staff to work preventatively and avoid escalation.

PART 2: APPENDICES

Appendix 1 Cambridgeshire "Appropriate Use of Force"

- 1 The importance of attempting to de-escalate situations and avoid the use of force should be clear in all policies. However, policies and procedures should provide staff with clear guidance on the types of force and techniques that may be used to physically intervene or restrain the child or young person if it becomes necessary.
- 2 In all settings, the decision to intervene using physical restraint should be a professional judgement taken calmly and in full knowledge of the desired outcome. Though likely to be a last resort it should not be an act of desperation but a conscious decision to act in the child or other's best interest.
- 3 Cambridgeshire County Council fully endorses the underpinning principles published by the Department for Education and Skills/Department of Health (2002) being:
 - The use of force should, wherever possible, be avoided
 - There are occasions when the use of force is appropriate
 - When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- 4 Cambridgeshire County Council endorses the use of behaviour management methodologies which are accredited by the British Institute of Learning Disabilities (BILD) only. Non accredited methodologies should not be used by settings. Methodologies which have been used successfully in Cambridgeshire settings and should be considered for use are:
 - Team Teach
 - Proact-SCIPr

- 5 Managers in settings and schools are responsible for ensuring that they use this guidance and associated policies to ensure that:
 - This is current policy in place for the service, setting or school
 - There is opportunity to review the policy at least annually
 - A robust risk assessment is in place, and
 - Appropriate support and de-brief is available to children, young people and staff and that they are aware of how to access the support available
- 6 The application of restrictive physical intervention should be an act of care not of punishment or aggression and should not be used purely to force compliance with staff instructions when there is no immediate risk to the child or other individuals.
- 7 Only the minimum of force necessary to prevent injury or to remove the risk of harm should be applied and , if used, this should be accompanied by calmly letting the child/young person know what they need to do to remove the need for restrictive physical intervention.
- 8 As soon as it is safe to do so, the restrictive physical intervention should be gradually relaxed to allow the young person to gain self-control.
- 9 Whenever possible, restrictive physical interventions should be used in a way that is sensitive to, and respects the cultural expectations of, children and service users and their attitudes towards physical contact.
- 10 Physical intervention is not to be used simply to maintain or bolster good order in the classroom or other environment. It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should not become habitual or routine.
- 11 For these reasons Cambridgeshire County Council has elected to use the term “restrictive physical intervention” to describe direct safeguarding action. The term “restrictive physical intervention” is defined by the DfE/DoH (2002) as being “designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...”
- 12 Restrictive physical interventions may be used to achieve different outcomes such as:
 - To break away from dangerous or harmful physical contact
 - To separate the person from the events triggering risk and/or challenging behaviour
 - To protect the child or young person
- 13 Interventions may be
 - **Proactive**, in which staff employ, where necessary, prearranged strategies and methods which are based upon a risk assessment and recorded in individual plans
 - **Reactive**, which occur in response to unforeseen events
- 14 There is no legal definition of “reasonable force” so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.
- 15 Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will also depend on the age and understanding of the child or young person. It is also important to recognise that where a restraint might be considered reasonable in one instance it may not be in another.
- 16 Only a court may judge what is reasonable in terms of the amount of force used in physical restraint and obviously does so retrospectively.

Appendix 2 The Rights and Responsibilities of Schools, Pupils and Parents in Ensuring an Orderly Climate for Learning

SCHOOLS	
Rights	Responsibilities
<p>To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.</p> <p>To enforce the school's behaviour policy – including rules and disciplinary measures.</p> <p>To expect pupils and parents' co-operation in maintaining an orderly climate for learning.</p> <p>To expect pupils to respect the rights of other pupils and adults in the school</p> <p>Not to tolerate violence, threatening behaviour or abuse by pupils/parents. If a parent does not conduct him/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</p> <p>To take firm action against pupils who harass or denigrate teachers or other school staff, on or off school premises – engaging external support services, including the police, as appropriate.</p>	<p>To ensure that the whole school community is consulted about the principles of the school behaviour policy.</p> <p>To establish and communicate clearly measures to ensure good order, respect and discipline.</p> <p>To co-operate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</p> <p>To ensure the school behaviour policy does not discriminate against any pupil on grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</p> <p>To ensure teachers' roles in school discipline are consistent with the National Agreement Raising standards and Tackling Workload and workforce remodelling agenda, so that there is a recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</p> <p>To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</p> <p>To support, praise and as appropriate reward pupils' good behaviour.</p> <p>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</p> <p>To make alternative provision from day 6 for fixed period excluded pupils and where appropriate arrange for reintegration interviews for parents at the end of a fixed term period exclusion.</p> <p>To take all reasonable measures to protect the safety and well-being of staff and pupils, including all forms of bullying and dealing effectively with reports and complaints about bullying.</p> <p>To ensure staff model good behaviour and never denigrate pupils or colleagues.</p>

	<p>To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</p> <p>To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</p> <p>To work with other agencies to promote community cohesion and safety</p>
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PUPILS	
Rights	Responsibilities
<p>To contribute to the development of the school behaviour policy, with every pupil being involved in the consultation.</p> <p>To be taught in a safe environment that is conducive to learning and free from disruption.</p> <p>To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</p> <p>To appeal to the Headteacher or Governors and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</p>	<p>To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</p> <p>To act as positive ambassadors for the school when off school premises.</p> <p>Not to bring inappropriate or unlawful material to school.</p> <p>To show respect to school staff, fellow pupils, school property and the school environment.</p> <p>Never to denigrate, harm or bully other pupils or staff.</p> <p>To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.</p>

PARENTS	
Rights	Responsibilities
<p>To contribute to the development of the school behaviour policy.</p> <p>To be kept informed about their child's progress, including issues relating to their behaviour.</p> <p>To expect their child to be safe, secure and respected in school.</p> <p>To have any complaint they make about their child being bullied taken seriously, and investigated/resolved as necessary.</p> <p>To appeal to the Headteacher or Governors and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</p> <p>To appeal against a decision to exclude their child, first to the governing body of the school and then in the case of a permanent exclusion to an independent appeal panel.</p>	<p>To respect the school's behaviour policy and the disciplinary authority of the school staff.</p> <p>To help ensure their child follows reasonable instructions by school staff, and adheres to the school rules.</p> <p>To send their child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn.</p> <p>To ensure school staff are aware of any SEN related or other personal factors, which may result in their child displaying behaviours outside the norm.</p> <p>To be prepared to work with the school to support their child's positive behaviour.</p> <p>To attend meetings with the Headteacher or other school staff if requested, to discuss their child's behaviour.</p> <p>To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</p> <p>If their child is excluded from school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</p>

Appendix 3

Preparing for the use of Restrictive Physical Interventions by Staff

These procedures support the application of the Cambridgeshire County Council policy and guidance on the Effective Management of Behaviour. All staff should study the policy statement carefully.

1. The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this setting is the Headteacher
2. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is the Headteacher
3. Copies of all risk assessments are held in the Headteachers office and are reviewed after every use of force and termly.
4. As of 1st September 2013 the people who are authorised to use reasonable force in planned restrictive physical interventions are the teaching and support staff. No other person should engage in a planned intervention.
5. Only those trained in appropriate techniques within the last twelve months or the period of time agreed by a BILD accredited training organisation may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is the head teacher
6. Training records are held in the Head teacher's office
7. Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
8. Every use of restrictive physical intervention is to be reported the same day to the Head of the setting or the deputy if the head is off site. The Head or Assistant Head will ensure that a parent of the child who has had force used against them is notified that day.
9. In addition, the details of each use of physical intervention must be recorded on the incident Report Form that is held the Headteachers office. The person leading the planned or unplanned intervention must complete this form. The head will review every use of physical intervention.

Touch and the use of Restrictive Physical Intervention for all Staff working with Children and Young People

Policy and Guidance for Staff at Friday Bridge Primary School

Introduction

At Friday Bridge Primary School we believe that Children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of children the use of restrictive physical intervention may be needed, and, on occasions, acceptable forms of intervention accredited by the British Institute of Learning Disabilities (BILD) will be used. The majority of children behave well and conform to the expectations of our setting. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour.

All the staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

When the use of restrictive physical interventions may be appropriate in Friday Bridge Primary School

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain children may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and children are important considerations. Under certain conditions this duty must be an over-riding factor.

Teachers and support staff are authorised by the Headteacher to have control of children and **must** be aware of this Policy and its implications

We take the view that staff should not be expected to put themselves in danger, and that removing a child and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the child.

Planning for the use of restrictive physical intervention in Friday Bridge Primary

Staff will use the minimum of force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the child's and/or other children's best interests
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child
- Only the minimum force necessary will be used to prevent severe distress, injury or damage
- Staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the child to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of setting policy.
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable.
- The age, understanding, and competence of the individual child will always be taken into account
- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each child's circumstance
- Procedures are in place, through the pastoral system of the setting, for supporting and debriefing children and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Acceptable forms of intervention in Friday Bridge Primary

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, for example:

- To comfort a child in distress (so long as this is appropriate to their age)
- To gently direct a child
- For curricular reasons (for example in PE, Drama etc)
- In an emergency to avert danger to the child or others
- In rare circumstances, when Restrictive Physical intervention is warranted

In all situations where physical contact between staff and CYP takes place, staff must consider the following:

- The child's age and level of understanding
- The child's individual characteristics and history

- The location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

Developing a Risk Assessment & Plan in Friday Bridge Primary

If a child is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Risk Assessment & Plan will be completed. This Plan will help the child and staff to avoid difficult situations through understanding the factors that influence the behaviour and identify the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- Involving parents/carers and the child to ensure they are clear about what specific action the setting may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- A **record** needs to be kept in the setting of risk reduction options that have been examined and discounted, as well as those used
- Managing the child, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used.
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the child
- Ensuring a system to summon additional support
- Identify training needs

Guidance and training for staff

Guidance and training is essential in this area. We need to adopt the best possible practice. In Friday Bridge primary School this is arranged at a number of levels including:

- Awareness for Governors, staff and parents
- Behaviour management for all staff
- Managing conflict in challenging situations – all staff
- Specific training on Restrictive Physical Intervention techniques – some staff

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Cambridgeshire's Child Protection and Safeguarding policies.

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

- spitting
- repeated disregard of social distancing rules
- not staying in their class bubble

We will work together with the child, parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be

adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.

Signed:
(Chair of Governors)
Date:

Signed:
(Headteacher)
Date: