

Behaviour Policy

At Landau Forte Academy Moorhead our philosophy is that all children have a right to learn in a classroom that is free from disruptive behaviour; fostered on good relationships at every level. This document serves to define a whole school vision to promote and maintain exemplary behaviour within the school. It aims to promote an environment in which everyone feels happy, safe and secure. We believe that good behaviour is essential to allow all of our pupils to achieve their full potential. Good behaviour promotes effective learning. It is an expectation that everyone behaves in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way. We aim to create a culture which promotes promoting positive mental wellbeing.

We have a few explicit school rules based on our vision

- ✓ Be responsible
 - ✓ Be respectful
 - ✓ Be safe
 - ✓ Be resilient
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- A consistent behaviour procedure exists across the school – ‘The traffic light System’ is a comprehensive reward and sanction system that is consistent across the school.
 - Rewards can be given for positive behaviour or good learning attitude
 - Dots will be rewarded by any member of staff.
 - Any children who have produced particularly pleasing work can be sent to the Assistant Heads or Headteacher for praise/stickers.
 - Parents will be informed of good behaviour, good learning or something special achieved that day.

The colours red/amber/green will be displayed in each class and used by every member of the school staff. These visual representations are a method of giving warnings and rewards without giving undue attention to negative behaviour. The aim is to create a praise rich environment that all staff contribute to in a proactive manner.

The Traffic light System – How does it work?

All children commence each day on green, should behaviour which exceeded the expected be observed the child will be given a dot. The dot is the reward, to be taken home.

If a child is not demonstrating appropriate behaviour they are in amber and are given a way to get back to green using appropriate scripted language.

If a child is demonstrating a higher level of inappropriate behaviour, they are in red and are given a way to get back to green. They may modify their behaviour marginally and may move to amber. Given a scripted way to get back to green.

There are no prescriptive sanctions associated with any colour of the traffic lights. The lights are a barometer to communicate with the children. Sanctions may be applied because of the behaviour and that language of traffic lights will be used to discuss this with the children. (Positive debrief).

When a child exceeds green behaviour they are rewarded a dojo and sent to parent via the app. When children have accrued enough dojos they are awarded a certificate in a weekly assembly. Certificates are awarded in 50's and they will receive bronze, silver, gold or platinum badge. As a guide it should take about half a term (6 weeks) to earn 50 dojos. Teachers need to complete certificates ready for celebration assembly.

We employ sanctions to ensure a safe and positive learning environment where all can achieve. Each sanction is applied appropriately to individual situations.

- We have 4 rules that underpin everything that we do. Staff use these to challenge children's poor behaviour and allow the children to reflect on their behaviour.
- If a child is disruptive in class, they will be placed in amber or red. They may be given a timescale to get back into green and staff will always give a way forward to get back into green by using a script (to be in green, you need to...)
- We communicate poor behaviour to parents and discuss ways forward with parents to secure positive outcomes for the child
- Traffic lights may inform a decision to make a child miss their playtime and stay inside (indoor supervision)
- If negative behaviour persists, the child may be sent to another classroom for a period of time with some work or a written task to complete (EYFS to CC / CC to SM / SM to EmP / EP to CC) (EP to JS / JS to SP / SP to EP) (CD to MW / MW to TC / TC to CD)
- If negative behaviour continues over a longer period of time, the child may be placed on a behaviour report card. They may include a Positive Handling Plan and/or risk assessment.
- Where misbehaviour is reoccurring and the behaviour report cards have not impacted on this, special help may be sought from the educational psychologist and/or external Behaviour Support Team.
- For serious behaviour, the Headteacher may use their discretion to exclude the child either on a fixed term or a permanent basis.

The role of the staff

All teachers have a duty of care to the children and cannot abdicate responsibility to support staff. It is the responsibility of all staff to ensure that the school rules are enforced in the classrooms and

that their classes behave in a responsible manner during lesson time. Where other staff take small groups of children (or individuals), it is their responsibility to communicate the behaviour to the class teacher. If necessary staff will liaise with the SENCo, safeguarding officer and the Headteacher to discuss formally involving parents/cares/external agencies. Staff will use the policy consistently and appropriately.

Report cards

If a child is persistently in amber/red over a sustained period of time as deemed by the class teacher, they may be placed on report in a bid to improve their behaviour and or attitude to learning. The child's parents must be informed that their child is at risk of being put on report before this action is taken and the process must be explained to them once the report card is issued.

Fixed term and permanent exclusions

The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may decide to exclude a child permanently. If circumstances warrant, it is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion.

If the headteacher excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time the headteacher makes it clear that the parents/carers can appeal the decision to the governing body. The school informs the parents how to make such an appeal if they choose to do so. All exclusions are communicated in writing to the parent/carer, LA, governing body and any appropriate external agencies.

The headteacher informs the trust and the governing body about any permanent exclusion and about any fixed term exclusions.

When an appeal panel meets to consider any exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the appeal panel decided that a child should be reinstated the headteacher must comply with this ruling.

Behaviour at lunchtime/playtime

The schools value system and associated rules are applicable at all times of the day including lunchtime and playtimes.

All play leaders carry a laminated green, amber, red card with them at all times. When children are in green play leaders use the positive language associated with green behaviour. If a child misbehaves they are shown the amber card. If a child continues to misbehave they will receive a short time out. The class teacher will be informed.

If a child is shown a red card they will be issued with a punishment e.g. walking around with a play leader, spending time in the dining room.

Use of reasonable force and use of calm areas

The Governing Body is aware that Section 93 of the Education and Inspections Act 2006 outlines the powers of “authorised staff” to use reasonable force. **The Governing Body of Landau Forte Academy Moorhead therefore requires that only “*Authorised Staff” carry out physical intervention as an exceptional measure in extreme circumstances. Physical intervention will be used only as a last resort when all other alternatives have been unsuccessful. It will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation).** Before deciding to intervene in this way, staff will weigh up, the risk of not intervening against the risk of intervening. Any actions will be carried out in the best interest of the pupil.

- There is clear and unequivocal emphasis on the right of all children to be kept safe at all times
- Physical intervention should only be used when
 - Prevent a pupil injuring themselves or others.
 - prevent a young person causing serious damage to property,
 - Prevent a pupil/young person committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person).
 - Prevent a pupil prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
 - Or when previous history suggests that failure to act promptly will result in any of the above

Being mindful of:

- the seriousness of the incident, assessed by the effect of the injury, damage or disorder,
- the chances of achieving the desired result by any other means, the relative risks of intervening compared with using other strategies.

This should be read alongside appendix 1 **Guidelines for Positive Behaviour Support (including Physical Intervention)** and Dfe 2014 behaviour and discipline in schools and dfe 2013 use of reasonable force.

Anti-bullying

The school aims to provide a safe, caring environment and to instil that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon. We reassure children that they will be listened to and will know that it is all right to tell. Listen to the concerns of parents and keep them informed of actions taken. To take appropriate action, including exclusion in cases of severe bullying and to monitor incidents of bullying.

Definition

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Emotional: when a person is deliberately (or excludes another person by) being overtly nasty or unkind.

Physical: involves a deliberate physical act which results in injury or hurt feelings.

Psychological: is a very complex form of bullying which involves deliberate acts which cause fear or anxiety in another person.

Cyber-bullying: when someone is tormented, threatened, harassed, humiliated, embarrassed, using the internet, interactive and digital technologies or mobile phones. Some forms include:

- **Text Messages** – that are threatening or cause discomfort
- **Picture/Video Clips** – via mobile phone cameras – images sent to others to make the victim feel threatened
- **Mobile Phone Calls** – silent calls or abusive messages, or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible
- **Emails** – threatening or bullying language, often sent using a pseudonym or somebody else’s name
- **Chat room Bullying** – menacing or upsetting responses to children or young people when they are in web-based chat rooms
- **Instant Messaging (IM)** – unpleasant messages sent while children conduct real time conversations online using MSN (Microsoft Messenger) or Yahoo Chat – although there are others
- **Bullying via Websites** – use of defamatory blogs (web logs), personal websites and online personal ‘own web space’ sites such as Bebo, Facebook and MySpace – although there are others.

Dealing with Bullying Behaviour including cyber bullying

1. Never ignore suspected bullying.
2. Do not make premature assumptions. Listen to both sides of the story.
3. Listen carefully to all people– more than one child with the same version does not mean they are telling the truth.
4. Use a logical approach that moves pupils forward and focuses on making things right.
5. Follow up the issue to check bullying has not reoccurred.
6. Record information in detail outlining any incidents and conversations.
7. If a child has been the perpetrator of bullying their parent, carer or guardian will be informed.
8. If a staff member has been the perpetrator of bullying this will be dealt with by the Headteacher in accordance with the Staff Competency and Disciplinary Policy.
9. Where bullying behaviour persists and is not stopped by using the strategies outlined in the Behaviour Management Policy, more serious actions may have to be taken if the behaviour is causing significant harm to another child or adult.

10. If a parent or carer is unhappy with any aspect of the way the school handles the issue of bullying they may refer to the School's Complaints Policy.

How children can protect themselves from cyber-bullies:

1. Do not give anyone access to your passwords or provide people you don't trust with your phone number.
2. Be careful which websites you post personal information on.
3. Do not open emails or read text messages from unidentified names or phone numbers.
4. Tell a teacher or a member of staff including SLT
5. First and foremost, save original evidence (emails, instant messages, etc.) with dates and times.

ICT and Mobile Phone Policy

If a cyber-bullying incident directed at a child occurs either inside or outside school time we will take the following steps:

- Advise the child not to respond to the message
- Follow our behaviour policy and procedures
- Secure and preserve any evidence
- Notify parents of the children involved
- Consider informing the police depending on the severity or repetitious nature of the offence. The school recognises that some cyber-bullying activities could be a criminal offence under a range of different laws including: the Protection from Harassment Act 1997; the Malicious Communication Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986.
- Inform Derby safeguarding board for advice or as a safeguarding incident

If malicious or threatening comments are posted on an internet site or Social Networking Site about a pupil or member of staff we will also:

- Inform and request that the comments be removed if the site is administered externally
- Secure and preserve any evidence
- Send all the evidence to www.ceop.gov.uk/contact_us.html if of a sexual nature
- Endeavour to trace the origin and inform the police as appropriate.

Monitoring and review

SLT monitor the effectiveness of this policy on a regular basis and communicate this to the headteacher. They make recommendations for further improvements and modifications.

The school keeps records of any child who is excluded for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the schools administers them fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by DCSF guidance 9.5.

The school also keeps a record of any incidents of positive handling which is kept by the headteacher.

The policy has been reviewed September 2019 and will be reviewed annually.

Restorative approaches

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together, using positive language. They model appropriate behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure

the pupils form their own agreement when possible. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

The Restorative Approach and use of consequences

Encouraging - Tell me some more about that?

Summarising - So there seem to be several things bothering you, and earlier you said....

Reflecting - So you..... (Repeating back last few words)

Checking - So did I hear you say... Am I right in thinking.....

Empathy - It's understandable that you are worried / upset about this; sounds tough;

Affirmation - Thanks for telling me that; I appreciate you talking about this with me

Clarification - Can you help me understand more ...

Guidelines for Positive Behaviour Support (including Physical Intervention)

The Governing Body of Landau Forte Academy Moorhead recognise the Local Authority policy and guidance on Positive Behaviour Support (including Physical Intervention) and agree to work within these guidelines, including minimising the use of physical interventions through emphasis on sound behavioural support strategies. The Governing Body of Landau Forte Academy Moorhead is committed to ensuring and maintaining a safe working environment for everyone at the school. It is also committed to the Safety and Welfare of all children and young people who attend the school.

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff adhere to, and parents are aware of, the policy. He/she will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

The Governing Body and the Headteacher will ensure that this policy is regularly reviewed to ensure it meets the changing needs of pupils and staff.

Responsibilities of Headteacher

1. A school Positive Behaviour Support (including Physical Intervention) policy is in place and approved by the Governing Body, in line with the Local Authority Policy and Guidelines.
2. The school policy is understood and adhered to by all staff.
3. Best practice is kept up to date and modelled by the head teacher.
4. All staff know the physical intervention procedures, including who to report them to and where and how they should be recorded
5. Relevant staff are authorised to carry out Physical Interventions.
6. Adequate resources are available to ensure this policy is implemented.
7. Practice relating to Physical Interventions is monitored.
8. Training is available to staff relating to the use of Physical Interventions.
9. Risk assessments are in place and the use of Physical Interventions is planned wherever possible.
10. All incidents where a physical Intervention has been used are recorded and followed up.

Responsibilities of Governing Body

The Governing body are responsible for ensuring safe practices are in place and are being followed. Their responsibilities fall into 3 categories; (a) ensuring that there is adequate guidance and resourcing for this issue, (b) monitoring performance and application, (c) dealing with any complaints relating to this issue.

1. The school has a formally approved policy on the use of Positive Behaviour Support (including Physical Intervention).

2. The policy is adhered to by the whole school community.
3. Ensuring sufficient resources are available to enable the policy to be effectively implemented
4. The policy is reviewed regularly, (at least every 2 years) to ensure it remains valid and meets the needs of both pupils and staff.
5. They receive and act upon reports relating to the implementation of the policy.
6. Regular monitoring of the number and type of incidents recorded is carried out.
7. The policy and its implementation is considered when making decisions relating to the school and its community.

Responsibilities of Employees

All employees have responsibilities as outlined by the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999 to comply with this policy.

1. Make themselves familiar with and adhere to the schools Positive Behaviour Support (including Physical Intervention) Policy
2. Be aware of safe systems of work and risk assessments, including control measures relevant to their area of work.
3. Point out any shortcomings in the policy to their Headteacher as appropriate.
4. Record any incidents of Physical Interventions.

Statement on the use of Physical Touch

We recognise that physical touch is an essential part of human relationships. As such, no touch policies are questionable, and could actually be classed as 'acts of omission'.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain, injury or use power,
- be in the best interests of the child and others,
- have a clear supportive purpose for the pupil/young person,
- take account of gender and cultural issues.
- take account of specific known historical experiences of the young person
- be within the principles of the law

Touch is likely to occur

- To administer first aid
- To administer medicines
- To apply sun cream (in line with school's policy on this)
- To support a pupil/demonstrate a technique within PE or other practical curriculum area
- To deliver personal care to a pupil who requires support as part of a care plan
- To provide emotional support and re-assurance to a pupil
- To carry out physical interventions as necessary

What Is 'Positive Behaviour Support' (PBS)?

The BILD (British Institute of Learning Disabilities) International Journal of Positive Behaviour Support (Gore et al 2013) has defined positive behaviour support as a framework:

- That enhances the quality of life for the for the individual and others involved in their life
- For developing an understanding of the challenging behaviour displayed by an individual, based on an assessment of their social and physical environment and the broader context within which it occurs
- That is developed with the full inclusion and involvement of the individual (child or young person) being supported, their family members and/or their advocate
- To develop, implement and evaluate the effectiveness of a personalised and enduring system of support

PBS is an approach which incorporates the safe use of reactive strategies (possibly including restrictive practices) alongside proactive primary and secondary preventative approaches. Reactive strategies are required to make a situation safe and return a person to a state where they can resume their regular activities and lifestyle. A considerable evidence base has emerged over recent decades that shows the clear benefits of PBS as a strategy in terms of improving the quality of life of individuals who use services and in reducing challenging behaviour.

What Is 'Physical Intervention'?

There is a difference between Physical Intervention and Restrictive Physical Intervention. In this school these are defined as follows:

Type	Definition	Example
Non-restrictive physical interventions.	Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.	In this school this includes <ul style="list-style-type: none">• guiding/shepherding a person from A to B• Removal of a cause of distress, such a adjusting temperature, light or background noise.
Restrictive physical interventions	Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.	In this school this includes <ul style="list-style-type: none">• Isolating a child in a room• Holding a pupil• Blocking a person's path• Interpositioning• Specific interventions as per a child's individual plan (following an audit of need, a risk assessment and person specific training).

Strategies to Minimise the Need to Use Force

It is the expressed aim of Landau Forte Academy Moorhead to avoid the use of force to physically restrain pupils in all but the most extreme circumstances. In order to do this the school will implement the following positive behaviour support strategies to ensure the use of force is minimised:-

- Create a calm, orderly and supportive school that minimises the risk of dangerous behaviour. Clear rules are in place and these are clearly communicated to pupils and consistently, fairly and openly applied.
- There are effective relationships between pupils and staff in which pupils can engage and participate in ideas to create a calm and orderly environment.
- Ensure all staff adhere to the policy regarding the use of force as a last resort.
- Use proactive interventions with individuals or groups who are at risk of involvement in dangerous behaviour.
- Develop a whole school approach to developing social and emotional skills.
- Recognise that challenging behaviours are often foreseeable and have plans in place to deal with these eventualities.
- Monitor all incidents where force is required to ensure any trends are identified. Put plans in place to reduce the risks associated with the use of force.
- Whenever practicable, tell a student that force may need to be used before using it.
- Plan for staff development in behaviour management, including positive behaviour support strategies, so that staff have the confidence and skills necessary to manage potentially dangerous situations.

Duty of Care

Staff should be aware that their employment imposes upon them a duty of care to maintain an acceptable level of safety. It is acknowledged that the behaviour of children and young people can become dangerous and physical intervention may be required. This is inevitably a high risk action. Guidelines cannot anticipate every situation and, therefore, the sound judgement of staff at all times is crucial. This may mean not getting physically involved if this would put you at direct risk, but could include summoning relevant assistance. It is not acceptable to do nothing.

Who May Use Restrictive Physical Interventions

Only “Authorised staff” may use restrictive physical interventions within Landau Forte Academy Moorhead. The term “Authorised Staff” means any paid worker, or person who has been given lawful control or charge of children and young people by the headteacher, either on or off-site. Authorisation may be on a long or short term basis for a specific event e.g. a field trip. **Under no circumstances will the school give authorisation to other pupils (e.g. prefects) to be involved in the use of force.** Occasionally volunteers are given this right, e.g., long term teachers on placement acting in the role of Class Teacher.

Headteachers will also ensure that all staff working at the school are aware of and understand what authorisation entails. The Headteacher will ensure that authorised members of staff receive information and training. This is done by staff attending a Law and Guidance training session with a register of attendees and a copy of the course content being kept. A risk assessment may preclude staff from being authorised to carry out Restrictive Physical Interventions owing to medical or other issues.

The two types of physical interventions likely to be required in the school are:-

Emergency/unplanned interventions	Use of force which occurs in response to unforeseen events. <i>This should always be a trigger for a Risk Assessment and planning once it has occurred.</i>
Planned interventions	Any situation that staff might reasonably expect to occur, in which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment. Planned Interventions must be recorded in a Physical Intervention Plan <i>This could be in an individual plan for the management of the behaviour of a specific pupil but could be generic risk assessments and plans for situations which are likely to occur such as a fight in a playground.</i>

Individual Physical Intervention Plans

These are essential when it is known that a young person may behave in a way that raises the likelihood of a physical intervention being necessary and appropriate, (from records from a previous setting or a history of incidents at the school).

In these cases the headteacher will ensure that:

- A risk assessment and an individual physical intervention plan are in place, taking account of the needs of the pupil and identifying ways of addressing needs.
- Appropriate support services have been consulted and their advice sought.
- The plan and risk assessment are fully communicated to those in direct contact with the pupil.
- The plan identifies triggers and warning signs of the dangerous behaviour.
- The plan includes positive behaviour support strategies to manage the behaviour without the use of physical interventions
- The physical interventions to be used and the points at which they are to be used are specific.
- That parents/carers, staff and pupils (where appropriate) have been involved in drawing up the plan and are clear about the specific actions staff may need to take
- That the pupil's Special Educational Needs (SEN) and/or disability, have been fully considered. This will include seeking medical advice regarding how restraint could affect a pupil with disability or medical condition.

Once the plan has been drawn up and agreed, the headteacher will ensure that:

- The plan and risk assessment is effectively communicated to all those authorised to use force and who may be required to use it.
- That all those who may be temporarily authorised to use force (e.g. volunteers on school trips are made aware of the plan and risk assessment as necessary).

- That appropriate training on specific restrictive physical interventions is available and it is mandatory that those who require it attend.
- That appropriate resources are available to ensure the plan is effectively implemented.
- That the plan is reviewed after every intervention, to ensure it is still appropriate.

Planned Generic Physical Interventions

The school will attempt to identify situations where these events may predictably occur, (e.g. fights, rough play, serious disruption of teaching), and will put in place agreed risk assessments protocols to deal with such events. These will be communicated to staff and any necessary training will be accessed.

It is the responsibility of every member of staff to ensure they act in accordance with these plans and risk assessments. Additionally staff should make the headteacher aware of any shortcomings in these plans and assessments.

Unplanned Physical Interventions

These by their very nature are more difficult to deal with and will certainly involve staff making on the spot decisions about if and how to intervene. In emergency or unplanned situations staff will need to carry out a dynamic risk assessment based on the circumstances at the time, professional judgement, this policy and any training received. Staff are not expected to intervene physically against their better judgement, nor are they expected to place themselves at unreasonable risk. They must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

All staff must be aware that the school does not condone and will not tolerate the use of physical restraint to punish or discipline a pupil or to deliberately cause pain to or humiliate a pupil. Staff must never use physical restraint out of anger or frustration.

Risk Assessments

Risk assessments will focus on the significant risks involved in carrying out a Physical Intervention and the actual circumstances, therefore, it is impossible to cover all eventualities in this policy. Risk Assessments will be carried out by competent staff, authorised by the head teacher, and may involve a Behaviour Support Teacher or other specialist staff. *There are many things to consider in both a planned and a dynamic risk assessment and the following are examples of factors which must be taken into account when evaluating the risk and in determining the strategies and if necessary control measures to be employed. The list is not exhaustive;*

- Any known SEN including; social, emotional, communication, physical or medical needs,
- The age, relative physique, and known medical conditions of both the adult and the child or young person;
- The relative genders of staff and child or young person;
- The presence of a second adults available to assist, monitor and witness the physical intervention;

- The availability of a second, or other adult;
- Spectacles, hearing aids, jewellery and clothing worn by the child or young person;
- The adults capacity to act calmly and systematically;
- The location of the incident and the potential for the physical intervention to be carried out safely;
- The potential outcomes of not intervening;
- Whether other techniques not involving force have been tried,
- The presence of other pupils/bystanders who could escalate risk to staff or any child or young person.

The purpose of the risk assessment is to outline the likelihood of challenging behaviour or an incident which may require intervention and/or a significant risk of injury occurring when dealing with such a situation.

Methods of Restrictive Physical Intervention

When a restrictive physical intervention is justified, staff will use “reasonable force”. This is the degree of force “warranted by the situation”. It will be ‘proportionate to the circumstances of the incident and the consequences it is intended to prevent’. Any force used will be the minimum degree and time needed to achieve a safe outcome. The physical intervention must;

- not involve hitting the child or young person,
- not involve “punitive” acts such as deliberately inflicting pain on the child or young person,
- not restricting the child or young person’s breathing, e.g. throat or chest holds or pressing the child or young person’s face into soft furnishings,
- avoid the genital area, buttocks or breasts of the child or young person;
- avoid the adult putting weight upon the child or young person in any way,
- avoid holding joints or pulling on joints.

During any incident of physical intervention adults must, seek to;

- Minimise the need for, or length of, any physical intervention
- Lower the child or young person’s level of anger or distress during the physical intervention by continually offering verbal re-assurance and avoid fear of injury in the child or young person;
- Cause the minimum restriction of movement of limbs consistent with the level of risk to safety and welfare,
- Take account of the potential for accidental injury during the physical intervention by using a method appropriate for the environment in which it is taking place.
- Work together as a team, with one member taking the lead,
- Exclude any other child or young person from assisting with the physical intervention;

The Governing Body recognises that there is no legal definition of reasonable force. The Governing Body acknowledges:

- The use of physical intervention is unlawful if the circumstances do not warrant the use of physical force. Therefore physical intervention cannot be justified to prevent a child or young person from committing a trivial misdemeanour, or in a situation that could clearly be resolved without physical intervention;

- The physical intervention must be in proportion to the incident and the seriousness of the potential risk of injury. Any physical intervention should always be the minimum needed to achieve the desired outcome.

(Schools may wish to refer to The DfE non-statutory Guidance “Use of Reasonable Force – Advice for Head Teachers, staff and governing bodies)

The Governing Body recommends that other strategies should be used before resorting to the use of force. These may include:

- Telling the pupil to stop or what you need them to do
- Verbal and non-verbal de-escalation techniques.
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In circumstances where force is necessary and there is no alternative, the following basic points should be considered when undertaking a physical intervention;

- Stabilise or redirect as quickly and as safely as possible;
- Hold clothes instead of skin;
- Do not hold on a joint
- Avoid pressure on vulnerable areas such as neck, diaphragm and stomach;
- Avoid pressure on areas which will restrict blood flow;
- Avoiding contact with sexual areas;
- Be sensitive to the child or young person so that control can be returned to her/him as soon as possible.

Staff who have received specific training on physical restraint must always act in accordance with that training.

Induction and Training

The Headteacher will ensure all staff know physical intervention procedures, who incidents should be reported to, and where and how they should be recorded. All new staff appointed to work at the school will be given an explanation of the school’s Policy on Positive Behaviour Support (including Physical Intervention) and be made aware of the ethos of the school as part of their induction programme. The Governing Body believes this is particularly important for Newly Qualified and Supply Teachers. The Headteacher will ensure that staff receive appropriate training relating to this policy and methods of physical intervention for authorised staff, if required.

What to Do After the Use of a Restrictive Physical Intervention

Recording Events and Actions

The Governing Body acknowledges the importance of ensuring accurate and detailed records of incidents of physical intervention are made and kept for future reference.

This will be before the staff leave the building at the end of the day but after they have had time to calm down following the incident. The recording will be factual include any antecedents to the

incident, any proactive and active strategies used and will avoid emotive language. The report is kept on the schools management system and in the bound book.

The school considers any of the following incidents to be significant and therefore requires that staff complete an incident record:

- a) Any incident which caused injury or distress to a pupil or member of staff (where an injury is involved the schools accident reporting guidance must also be followed);
- b) Any incident which is sufficiently serious in its own right to require an incident record to be completed (even though there was no apparent injury or distress). Any use of restrictive physical interventions will fall into this category.
- c) Any incident where a written record is needed to be able to justify the use of force. (This is relevant where the staff involved feel the judgement was finely balanced).
- d) Any incident where a record will help the school to identify and analyse patterns of pupil behaviour or will help to inform future training.
- e) Any incident which involved other agencies e.g. the police.

The Headteacher or a senior member of staff should be informed of any incident of physical intervention as soon as possible.

Witness Statements

Where a physical intervention has been used statements will be taken from witnesses. This should be carried out as quickly as possible so that witnesses do not have the opportunity to influence each other's statement.

Follow Up Action

The children or young people and staff involved in an incident of physical intervention will have an opportunity to discuss the matter, any lessons learned as a result of this discussion will be used by the school to update behaviour and restraint plans and risk assessments. Parents and carers of children or young people involved in an incident of physical intervention will be informed of what has happened to their child or young person and offered an opportunity to discuss this.

Any member of staff involved in an incident of physical intervention may need time to recover and regain their composure. They will also be given the opportunity to discuss how the incident of physical intervention has affected them personally with an appropriate colleague, friend or Professional Association or Trade Union Representative.

For planned physical interventions the risk assessment should be reviewed. This should result in a number of actions aimed at meeting needs and reducing the risk of incidents and harm to other pupils and staff, such as:

- preparation of individual plans to address a range of needs
- avoidance of known triggers
- addressing environmental factors and teaching skills.

Handling Complaints

Complaints about physical contact or intervention will be considered in the light of existing statutory routes of investigation. These are:

- Safeguarding (Local Authority advice);
- Disciplinary Procedures (School policies/Local Authority advice).

The Headteacher or a senior member of staff will consult with the School's Safeguarding designated lead, and Authority's Child Protection Officer. If there are no grounds for continuing with either of these procedures the complaint will be dealt with through the Governing Body's normal Complaints Procedure.

