

### School Expectations

School leaders take seriously their duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

### INTRODUCTION

Friars has an agreed set of values that we all believe in. They are:

- Compassion
- Creativity
- Endeavour
- Resilience
- Respect
- Responsibility

These values form the basis of all the work we do. We create a calm and co-operative atmosphere to enable our programme of teaching and learning to take place successfully. Poor behaviour not only affects the child who is being disruptive, but also can adversely affect the progress of all other children in the class. All adults are expected to model self awareness, managing feelings, empathy, motivation and good social skills. Also, all adults have a shared understanding of the need for taking collective responsibility, showing initiative and dealing with situations as they arise. All children are expected to respect themselves, their fellow pupils and all members of our school community. As a result of our behaviour management, our children behave very well, and instances of seriously inappropriate behaviour are rare.

We have absolute clarity about the behaviour that is expected of pupils and that which will not be tolerated

### AIMS

We aim to develop children who

1. Have fulfilled their potential, both academically and socially.

2. Have positive self-esteem.
3. Show respect for their peers and their opinions, work, attitudes, beliefs, and cultures, regardless of their race, sex, class and any disabilities.
4. Show respect for people in authority, linked to an understanding of the need for rules, and a willingness to abide by and accept these rules and act on them.
5. Can express themselves through language, movement, music, creative activities and imaginative play.
6. Show respect for both the school's and individual's property.
7. Have a positive attitude towards tasks and have established good levels of motivation and pride in the quality of their work.
8. Have a feeling of community spirit within the school, showing loyalty, care and the ability to share and co-operate.
9. Can operate independently, according to a learned set of rules.

### THE CONTEXT

As a staff, we need to consider the following factors when considering how we deal with children who are finding the school situation difficult.

### WHOLE SCHOOL APPROACH

The children, staff and the senior leadership team all need to know what is **expected** from them. Children need to follow the school rules. Teachers need to be **consistent**, both in their classroom and throughout the school in following the stages. The senior leadership team need to **support** staff.

### SUPERVISION

Children should be supervised at all times. It is the responsibility of the class teacher during session times and support staff at break times and lunch times on and off site.

### A POSITIVE APPROACH

We need to encourage models of good behaviour, which means adopting a positive approach and where possible not drawing attention to negative aspects of social behaviour. We expect all staff members to follow the PIP and RIP approach when supporting children:

P Praise

I In

P Public

R Reprimand

I In

P Private

Research shows that in the typical classroom, there is far more comment on bad behaviour and negative aspects of work than on good behaviour and work. It has also been suggested that praise, which is couched in general terms, without giving feedback which focuses the child's attention on what was good and so helps him or her to develop further, is not useful. There will obviously be times when it is impossible to give a positive response, but we have to guard against unhelpful criticism. We will always focus on the primary behaviour not the subsequent behaviour displayed by the child (secondary behaviour).

#### SUITABLE WORK

Questions of discipline cannot be seen in isolation from the child's total learning experiences in the classroom and the school as a whole. Research suggests that when children are engaged in tasks which extend their thinking while not being outside their intellectual capabilities, there is less incidence of disruptive behaviour. We must constantly look at the match between the children and the work they are set, so they are neither occupied in trivial activities nor trying to cope with tasks which are too difficult. When children have low self-esteem, which can result from under-achievement in school, they are more likely to reject school completely and become disruptive. The question of appropriate curriculum is fundamental.

#### MORAL EDUCATION

It is important for us to consider the area of moral education in school. This again involves self-respect, but in addition, it also involves questions of the rights of others and responsibilities towards them. For example, a problem we constantly face is that of helping children to sort out differences by means other than fighting. In addition, many parents tell children that they should hit back if another child upsets them. We have to have consistent standards of behaviour in school that the whole community understands and accepts.

#### CLASSROOM ORGANISATION

It is important to look at classroom organisation and to make sure that children do not have to move around unnecessarily and are not being interrupted by other children looking for materials and equipment. When classrooms are well organised, there is less pressure on teachers, as children can find things immediately in the area where they are going to use them without needing to ask for help.

#### BOUNDARIES

Children need to feel secure and they need clear behavioural boundaries. When boundaries are overstepped they need to be told firmly that their behaviour is unacceptable. Children who are not contained may become very insecure and involved in ever more outrageous behaviour in order to make adults respond.

#### PUPIL VOICE

Children need to develop confidence and the knowledge that they will be listened to. We need to use every opportunity to build on children's ideas and to help them to carry them through effectively. We need to always listen to the children, even when we think we know what has happened.

## CONSENT

Children will be given the opportunity to explore and understand the key concepts of consent within friendships, drawing on realistic but non-threatening scenarios where they can understand their rights, rehearse strategies for seeking, giving and not giving consent, and evaluate situations in which behaviours are appropriate or inappropriate. Equipping the children with these essential skills and strategies will help them know that their voice and choices matter as well as learn to respect the choices of others.

## Expected behaviours and recognition of those behaviours:

Each class has its own system of rewards which are agreed between the teacher and children at the beginning of the school year. The reward system will relate to the class charter that children develop which sets out how they want their classroom to look and feel. The rewards systems generally include giving children praise for their efforts leading up to specific privileges or rewards that they can earn. Examples of some of the rewards that teachers use are Dojos, raffle tickets, stars, stickers, a marble jar, golden time and trips.

**Purple Slips** are awarded to children who have displayed excellent behaviour for learning, put remarkable effort into their work or completed exceptional work. They are sent to see a member of the Leadership Team who will discuss their performance and congratulate them on their achievements. A message is sent to families to inform them.

On a whole school level staff choose a 'Star Pupil' each week from those who have received recognition for their work and/or behaviour. An additional child is chosen for showing clear examples of our agreed values. Children's achievements are celebrated during our celebration assemblies and are listed on weekly newsletters. In addition, all Year 6 children are given a black hooded sweatshirt at the beginning of the year as an alternative to the standard school uniform in recognition of their commitment to the school. They and their parents sign a contract which outlines what is expected of their behaviour and what will not be tolerated.

In order to improve their wellbeing and to help them understand, name and manage their emotions all children across the school are taught regular RULER lessons.

RULER is an acronym that stands for the five skills of social and emotional learning: recognizing, understanding, labelling, expressing and regulating.

RULER is not designed to manage children's behaviour but it does teach them the skills of how to manage their emotions and how to articulate those emotions. This has a positive impact on their behaviour.

## Behaviour that is not tolerated and sanctions/rehabilitation:

We appreciate that children's thoughts, feelings and experiences may influence instances of unacceptable behaviour. In these cases, the child will be made aware of the problem and asked to change the behaviour or to make amends, as appropriate. Behaviour which will not be tolerated includes poor attitudes towards learning,

physical aggression, rudeness and swearing, vandalism, theft, defiance towards adults, racism, bullying and any other form of discrimination.

We have a consistent set of steps that are applied in every class from Year 1 upwards.

### **Stage 1 - GREEN**

Every child starts every day on Green

### **Stage 2 - AMBER – Warning**

**Give the child a warning explaining clearly which rule has been broken and how.** As their behaviour improves they should be moved back to Green. An emphasis should be placed on the AMBER stage as a reflective opportunity and should be taken as seriously as a red status by the children and adults. Adults should be actively looking for signs of improvement in the child's behaviour so they can be placed back on green.

### **Stage 3 - RED – Sent to Leadership Team**

If a child's behaviour does not improve they will be placed on RED. The adult must complete a red slip, including the **date and time**. The child is sent to the SLT. The child will then complete a reflection sheet. The member of the Leadership Team will discuss with the child their behaviour and decide on the appropriate sanction. Parents will be informed by text. **If a child who is placed on red refuses to leave the classroom, a member of the Leadership Team must be contacted immediately.**

**This procedure should be followed immediately when the child is on red – do not wait until after lunch/break for the incident to be dealt with.**

A report card may be set up for those children who receive frequent reds. Parents will attend a meeting with a member of the Leadership Team, to set targets which will be shared with class teaching team. These will be reviewed by the end of each week. Fixed term exclusions will be used for more serious incidents or persistent breaking of the school rules.

The behaviour policy is shared with the parents on a number of occasions across the year. At the start of each academic year, parents are invited to meet their child's new teacher who will explain the school's behaviour expectations. During the Pupil Review meetings class teachers, learning mentors and members of the leadership team go through the behaviour procedures with the parents. Parents are expected to read the behaviour policy annually, which is available on the Federation' website. Half termly reminders are included on our school's newsletters.

## **IN THE PLAYGROUND AND OUTSIDE THE CLASSROOM**

We encourage children to engage in a wide range of play activities in an attempt to provide an alternative to fighting games, which often lead to real fights. At lunch times there are always from 2 to 6 adults in the playground, depending on the number of children present, and during playtimes there are at least 3 adults on duty. Adults on duty should, as much as possible, involve the children in games.

If a child approaches any adult with a problem concerning another child, the adult should immediately help the child to sort it out. We must help children to find peaceful solutions. Children need a lot of help and encouragement to do this. Adults should keep an open mind and investigate and question ALL the children involved with the incident before sending a child on red.

If a child is on red during a school trip, they should be referred to the leadership team on return to school. A decision will be made then about whether they should attend the next trip and this MUST be communicated to the parents. This includes residential trips.

If a child displays inappropriate behaviour off school premises and is witnessed by a member of staff or reported to the school by a member of the public, the behaviour policy will be followed and sanctions put in place once the child has returned to school. Parents will be invited to attend a meeting where the incident and any ensuing sanctions will be discussed.

## BEHAVIOUR AT CLUBS

If a child is not following the rules in a club, they are told clearly by the club leader that they are receiving a warning and then the club leader informs the parent. When a child receives a second warning they can no longer attend the club. Club leaders must be consistent and not tolerate inappropriate behaviour. Club leaders must let the office know of any warnings given and why so this can be recorded. Club leaders must supervise their children at all times. Club leaders must arrange a meeting point and then supervise the children (including changing into PE kit if needed). **The Leadership Team must be informed by the club leader.**

## BEHAVIOUR AT BREAKFAST CLUB/PLAY CENTRE

The breakfast club and play centre leaders are expected to follow the school's behaviour policy. If children are placed on Red they should be sent to the office where they would fill in a reflection sheet and discuss their behaviour with a member of the leadership team. A text will be sent to inform the parents.

## ONLINE BEHAVIOUR

Even though the online space differs in many ways, we expect our pupils to follow the same standards of behaviour as they do offline. For example, everyone should

be treated with kindness, respect and dignity. When dealing with inappropriate online behaviour e.g. cyber bullying, use of abusive language or sharing or soliciting improper material, the school will ensure that such incidents are addressed and dealt with following the same principles as offline behaviour. The designated safeguarding lead will be immediately notified of any online incidents that might raise some safeguarding concerns.

## ANTI-BULLYING STATEMENT

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. **We are a TELLING school.** This means that *anyone* who knows that bullying is happening is expected to tell the staff. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

## WHAT IS BULLYING?

Bullying is intentional, hurtful, repetitive, power imbalance. Bullying results in pain and distress to the victim. 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 focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera &video facilities

## 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 frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## PROCEDURES

1. Report bullying incidents to staff
2. The incidents will be recorded by staff
3. Parents should be informed and will be asked to come in to a meeting to discuss the problem
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour
6. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
7. In serious cases exclusion will be considered
8. If necessary and appropriate, police will be consulted
9. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
10. All children involved will work with the Learning Mentor

If an adult notice or is told of unacceptable behaviour, he or she should encourage the child to use the “High 5” approach and do the following:

1. Ignore
2. Walk away
3. Talk friendly
4. Talk firmly
5. Report



The adult will then:

1. Talk to the children concerned
2. Send the child to the office – procedures for red are then followed
3. A yellow slip is completed informing the class teacher

The Inclusion Team may work with parents and children to help establish more positive approaches to school life and help children with difficulties to develop a better understanding of why certain behaviour are unacceptable in school.

## POSITIVE HANDLING

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the guidance laid out in this policy.

The term ‘Positive Handling’ includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term ‘physical restraint’ is used when force is used to overcome active resistance. These are referred to as ‘Restrictive Physical Interventions’ in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Head Teacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This guidance is designed to help staff to ensure that any actions they take are **reasonable, proportionate and absolutely necessary.**

If a child is restrained it is the responsibility of that staff member to complete a restraint form. This is handed to the Leadership Team and discussed, before being recorded. The office will also be notified so a text can be sent to the parents informing them that their child has been restrained and suggesting that they come in after school to discuss this.

ABC charts are also used to record challenging behaviour. If an ABC chart has been completed, you need to inform the Leadership Team and also the office so a text can be sent to the parents.

## POSITIVE BEHAVIOUR MANAGEMENT

All physical interventions at this school are conducted within a framework of positive behaviour management. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may

influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

### ABC CHARTS

Sometimes a child's behaviour requires more in-depth monitoring to determine the triggers which can affect negative outcomes. Using an ABC chart when behaviour escalates can support improving this. ABC forms should only be used after discussion with the Leadership Team.

When completing an ABC form you must always remember to:

- Complete as soon as you can after the behaviour
- Describe what happened, not what you think happened, eg. "pupil sat on floor and lay down while kicking out" rather than "X had a tantrum"
- Consider the changes in the environment and location
- Reflect on your own actions as much as you can – did something get better or worse after you said/did something
- Discuss the incident and go through the completed form with a member of the leadership team after the incident

See below for further guidance on challenging and escalating behaviour.

### ALTERNATIVES TO PHYSICAL CONTROLS

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects, which could be used as weapons.
- Ensure that colleagues know what is happening and get help.

## WELL CHOSEN WORDS

A well-chosen word can sometimes avert an escalating crisis. **When pupils are becoming angry there is no point in getting into an argument.** Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. **It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.**

## MODIFICATIONS TO ENVIRONMENT

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free. This may mean considering secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses and darts) controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Are the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

## HELP PROTOCOLS

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary

so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

### THE LAST RESORT PRINCIPAL

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

*“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”*

### DEPARTMENT OF HEALTH – 1997 – “THE CONTROL OF CHILDREN IN THE PUBLIC CARE: INTERPRETATION OF THE CHILDREN ACT 1989”

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention, which may be effective.

### PROACTIVE PHYSICAL INTERVENTIONS

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the child's Behaviour Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

### REASONABLE AND PROPORTIONATE

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### UNREASONABLE USE OF FORCE

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

### HEALTH AND SAFETY

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action, which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important to.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

## SEARCH AND SCREEN

In accordance with [section 89 Education and Inspections Act 2006](#), the school may search a pupil if there are reasonable grounds that a pupil has brought in a prohibited item.

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or **cause personal injury to, or damage to property of, any person (including the pupil).**
- any item which a school policy specifies as banned and able to be searched for.

School Staff, with the approval of the Leadership team can search pupils with their consent for any item. The consent does not have to be in writing. *If a member of staff suspects that a pupil has a prohibited item and the pupil refuses to agree to be searched then the school can follow the appropriate procedures in accordance with the school behaviour policy. See <https://childlawadvice.org.uk/information-pages/school-powers-to-search-and-screen-pupils/> for further information.*

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see list above);

- is evidence in relation to an offense.

## RISK ASSESSMENT

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

## BEHAVIOUR PLANS

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Behaviour Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Behaviour Plans should be considered alongside the EHCP and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Behaviour Plans should result from multi-professional collaboration and be included in the IEP.

## RESPONDING TO UNFORESEEN EMERGENCIES

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

### THE POST INCIDENT SUPPORT STRUCTURE FOR PUPILS AND STAFF

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything, which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries, which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships, a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

### RECORDING, MONITORING AND EVALUATION

Whenever overpowering force is used the incident must be recorded using the approved forms. The incident sheets are kept in folders in the LT office. All staff involved in an incident should contribute to the record, which should be completed within 24 hours and handed to the Inclusion Manager and then Co Head in charge of behaviour who will ensure that each incident is reviewed and instigate further action as required.

Staff should:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future. Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the Incident Book, which is open to external monitoring and evaluation.

Following up an incident, consideration may be given to conducting a further risk assessment, reviewing the Behaviour Plan. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures. (See staff and pupil disciplinary policy)

## GETTING HELP

At this school the following support structures are in place:

- IEP's and Behaviour Support plans kept on file in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Weekly debrief sessions for all staff to share experiences, concerns and access support from each other, led by Inclusion Manager.
- Regular refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by LT to inform these.

## COMPLAINTS

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.