

Positive Behaviour Management Policy,
Incorporating Anti-Bullying, Pupil
Discipline, Exclusions
and Physical Intervention (Restraint)
(Updated Nov 2019)

This policy was adopted by the School Governing Body on

20th July 2022

Review Date: July 2023

Discipline /Behaviour and Staff Conduct

Whilst the discipline and behaviour of the class is primarily the responsibility of the class teacher, all the staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners (holding doors, table manners, giving way to adults and others, saying good morning, please and thank you etc), and to commend children for their positive actions. If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive, restorative manner; condemning the behaviour without humiliating or “putting down” the child. (“I really like you, I don’t like what you’ve chosen to do”)

Staff should not shout at children, the only exception to this is if the child or another child is in danger. A raised voice or tone should only be used in exceptional circumstances. Quiet disappointment is a more powerful tool. The raised hand signal and count downs from 5 or 3 should be used to calm and quieten the children down, raised voices and ssshing should be avoided. Using the above techniques most children will respond more co-operatively and with less resentment than if they were constantly being criticised for any negative behaviour.

Praise should be used as a matter of course, in conjunction with the school reward system.

However, some pupils will still need to be disciplined for persistent poor behaviour. Our aim should be to teach them that there are consequences if they deliberately ignore the code of good behaviour, which the majority of pupils maintain in school. On occasions staff may need to give a consequence. All staff must read the Positive Behaviour Management Policy and follow it.

Class teachers and MTAs at lunchtimes should keep a record of when a behaviour incident occurs. Any incident that contravenes our social bond or school rules will be recorded on the electronic CPOMS system and marked with the appropriate behaviour lozenge. The Team leader for the child’s year group should be informed, Deputy Headteacher(s) and if necessary the Headteacher, should be informed of major incidents, even if they are resolved, in order that they keep an overview of the situation. Team leaders will monitor CPOMS behaviour entries. In addition, team leaders will also analyse behaviour entries across the school at the end of each half term.

Entries on CPOMS should clearly and descriptively record the incident so as to avoid misinterpretation. Where an action is not entered separately, a line should be left and a clear demarcation made using ‘Action:.....’. Entries should identify who spoke with parents and what the outcome was. If an internal exclusion was made, the appropriate box should be ticked. For serious cases where the child may now “be at risk of exclusion”, it should be recorded that these words were used in discussion with parents.

Where appropriate, the parents will be invited to discuss their child’s behaviour and therefore it is essential that records are kept carefully and parents informed.

Our Social Bond States:

- **Everyone has the right to learn without disruption**
- **Everyone has the right to feel comfortable whilst at school**
- **Everyone has the right not to be hurt whilst at school**

Children are well supported in their understanding of this as they grow and develop on their journey through the school. Clear sanctions are in place to enable children to learn from poor choices and positive rewards on an individual (pastoral *and* academic) are in place.

If the social bond is broken through poor choices, we use a 'restorative approach' to support children and enable them to move on and learn from the situation. There are four steps to this:

1. Acknowledging responsibility (e.g. he didn't make you do it, you chose to do that because you were cross)
2. Repairing the harm done (e.g. saying sorry, writing a letter, tidying up, paying for damage, giving back 'time' etc.) which repairs the social bond
3. Promoting respect (reiterating the social bond...'how would you feel if it was the other way round' etc.)
4. Strengthening relationships – is the end result

Our Social Bond runs in conjunction with our School Rules, which state:

- **We will treat people and property with respect.**
- **We will follow instructions given by an adult.**
- **We will listen carefully when being spoken to.**
- **We will value learning time.**
- **We will try our best all of the time.**

The social bond and school rules cover our expectations and should both be displayed in the classroom. There is no need for a separate list of class rules.

Policy Rationale and Aims

Everybody works and learns best in an atmosphere of order, respect and consistency. We are all entitled to be treated fairly and with dignity, with the knowledge that if we have difficulties we will be well supported to make positive changes. Children have a right to learn in a supportive, caring and safe environment without fear of being bullied.

It is important to remember that all children are different, different incidents require different responses and so a general approach needs to be followed. Consistency across the school is crucial but is not about a 'one size fits all' single sanction for a particular offence. Consistency means that in *that* particular situation, with *that* particular child, at *that* particular time, all the adults in school would have looked at the facts and responded in the same way. The same action from a different child at a different time may result in a different response. In the same way, some children may have modified reward systems in place to support their behaviour choices.

We will make reasonable adjustments to consequences to meet the needs of the individual child. It is important for adults and children to understand that some children, especially those on the Autistic Spectrum exhibit certain behaviours as their only means to communicate. Whilst we won't accept these behaviours **we will make reasonable adjustments to understand why the behaviour has occurred and support appropriately**. It's important to realise that it is not only the child's academic curriculum that requires differentiation but that of their social skills too. We also spend the time to discuss these issues with other children to raise awareness of additional needs in order for other children to understand the complexity of the situation.

It is also crucial to ensure that all children are listened to, treated fairly, and enabled to understand the impact of their behaviours and the reasons for the sanctions they may result in. In order to support our children with feeling safe in school, the 'victim' of a behaviour incident and their parents MUST be left sure that the incident has been dealt with (no specific details of sanctions or consequences are needed) and that appropriate action has been taken.

Children with particular needs – additional aspects for consideration

- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether a disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
- As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with statements of special educational needs (SEN) and looked after children. Head teachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a looked after child.
- Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review.
- Each impairment of ASD can be considered to be broadly linked to specific behavioural difficulties.
- Communication impairments can affect the abilities to both understand language and express oneself. Individuals with ASD often interpret information literally and, at times, find it difficult to communicate using conventional language systems. Considering these difficulties, challenging behaviour is often exhibited by those with ASD as a means of communication. Such behaviour may show up as feelings of frustration, anxiety or confusion, or may simply be an effective, albeit inappropriate, means of receiving attention.
- Due to difficulties with interacting at a social level, individuals with ASD often behave in ways that are deemed inappropriate by their peers and others around them. Such behaviours may include, standing too close, not providing eye contact, excessive interrupting, one-sided discussions/conversations and overall failure to adhere to social etiquette.
- Due to sensory problems, individuals with ASD often exhibit repetitive and/or stereotyped behaviours. These may include repetitive actions, such as hand flapping, flicking, spinning, jumping and rocking. Individuals with ASD may also be either hypo-sensitive or hyper-sensitive to sensory stimuli. This may mean that they are able to tolerate extreme amounts, or alternatively, incredibly limited amounts, of sensory input.
- It is important to understand why individuals with ASD exhibit the behaviours that they do. If we can determine the function of the behaviour (what they get from it) we can deal with it more appropriately. All of our behaviours serve a purpose, but the reason why I exhibit behaviour "x" may be completely different to why you do.
- To attempt to understand this, at Hazeldown, we can conduct a functional analysis of the behaviour/s using ABC forms. This involves collecting data for specific behaviours; every time the behaviour occurs, note what happens immediately before the behaviour, the time of day, lesson, people present, and what happens immediately afterwards. If we collect this data for long enough, we can often see trends. From these trends we can determine what it is that is triggering and maintaining the behaviour and have a clearer and more informed understanding of how best to deal with it.
- We can begin to unpick certain behaviours by understanding that, although we all behave the way we do for a reason, the reason/s may be different for different individuals. To simplify this, there are five main reasons why we behave the way we do:

- to receive attention
- to avoid certain situations
- to escape certain situations
- to receive desired items
- to receive self-stimulation.

The best way to deal with challenging/inappropriate behaviour is by ascertaining the function of it and then responding accordingly by removing the reinforcement that is maintaining the behaviour. For example, if a child is “tantruming” so as to receive attention, this attention needs to be removed.

The other side of the coin also needs to be addressed, though. If a child is “tantruming” to receive attention, we need to provide an alternative means for them receive it. This may include some form of communication (PECS, Makaton, or verbal requesting). In addition, we should be providing the child with attention for appropriate rather than inappropriate attention-seeking behaviours. It is important to remember that children with autism (and typically developing children) do not exhibit challenging behaviour because they are “bad”. Rather, they behave the way they do because they often have no alternative means of receiving the reinforcement that they desire or need. What we need to do as teachers is to understand the difficulties that individuals with autism experience, and provide them with support and encouragement. Such support may include alternative or augmentative communication, visual support (for example, visual timetables), social stories, achievable and realistic goals, additional support within the classroom setting, structured play activities, circles of friends etc.

Purpose of the Policy

To inform all stakeholders about how we manage pupils’ behaviour positively in and around school.

To ensure consistency of approach, expectations and actions throughout the school.

To ensure that pupils, staff and parents are clear about the expectations, both for their social behaviour and their learning behaviour.

To ensure a consistent approach to positive behaviour management across the school.

To encourage pupils’ sense of responsibility, independence and self-discipline.

Rewards – Housepoints (Hazels)

We aim to remind the children that they are doing well, working hard, making a positive contribution to the class and their peers etc. regularly. To do this, verbal reinforcement is a key tool.

In addition, house points may be awarded but are reserved for truly remarkable actions. We should be expecting great things as a matter of course so house points need to remain well above the norm. House points take the form of tokens, known as Hazels. If children are awarded a Hazel, they should take it to the tubes outside the hall and place it in their house’s tube. These will serve as a visual running record of how well each house is doing before being counted up and celebrated. The winning house each half term will earn a non-uniform day.

All staff members are able to give Hazels but must make sure they are for remarkable things.

Misbehaviour

If a child chooses to break our social bond, they lose the right to be in class with everyone else. If children make ‘low level’ inappropriate choices, they will be well supported and guided in making a quick change to their behaviour. This may be through a ‘look’, a quiet conversation, standing closer to the child or a positive opportunity to work on a ‘chill out’ or calming down table in the classroom. If need be, they may be asked to work in another classroom to help concentration or stop the distraction (a positive step in line with our values), or may need to spend some time in

the 'chill out' room at lunchtime. Children should not be 'sent out', made to sit or stand in the corridor or demeaned in any way.

Sanctions escalate through the following list: (adapt according to needs)

Step One - Positive Actions:

1. *Non-verbal prompt - 'The Look' from an adult/stand behind them/arm on shoulder etc.*
2. *Positive verbal reminder of what's expected (possibly quiet and discreet – "I know that you can show me good choices/good listening", etc.)*
3. *A change of seat in the classroom to support a change in behaviour and reflect ("I'm going to ask you to move to a different space in the classroom so that you can show me how great you are and how good your choices can be." The child may be offered a choice with this aspect so as to allow them to feel in control, e.g. "Which seat do you think will allow you to demonstrate the best version of yourself – here or here?")*

Step Two:

- First verbal warning – write it on a post it note so you don't forget.

Step Three:

- Second verbal warning– write it on a post it note so you don't forget (and final reminder: "if you continue to make poor choices...").

[After any of these points, it is imperative to build in the time to have 1:1 reflection with the child. E.g. a couple of minutes when the others have gone out to break.]

Step Four (CPOMS action):

- Lunchtime IE (full duration 11:50-12:20 KS1; 12:15-12:45 KS2 (eat afterwards)) Needs to be recorded (parents phoned)

Step Five (CPOMS action):

- IE in a Team Leader's classroom (parents phoned)

If a child's behaviour escalates from Step Four to Step Five during the course of the morning, they move to Step Five and begin an Internal Exclusion with a Team Leader. Once the IE has been completed, they must still complete the Lunchtime IE from Step Four. If a child reaches Step Four during an afternoon, then they should be given a Lunchtime IE for the following day.

When a child has to work in a team leader's classroom (or other teacher if they are unavailable), they should support the child in reflecting on the actions that have led up to this stage and what they could do to avoid it happening again.

- If there are persistent issues with low level, behaviour choices (3 sessions a week), parents should be contacted for discussions. The Team leader may also meet with the child.
- Teachers should keep track of low level disruption
- More serious events will be recorded on CPOMS.

Key points to note to ensure consistency across the school:

Early conversations with parents when poor behaviour choices are evident
Chill out space in the classroom is a positive step
EVERY piece of low level disruption is dealt with
Clarity of spoken expectation matching acted and inferred expectation
Plan for providing clear expectations with tight boundaries e.g. is this a 'hands up' session or a free discussion? – Maybe they need to be held in different places to clarify the distinction?

Children at the younger end of the school will be developing their understanding of appropriate behaviour so may be in a position that they still lose the right to be in class for a short period of time (5 – 30 minutes) for supported reflection time with an adult to enable them to develop their understanding of right and wrong. This is supplemented by conversations with parents and a joint agreement regarding the most appropriate sanction. In all cases across the school, the basic steps of the Restorative Approach should be followed – children need to be supported in accepting responsibility for what they have done and enabled to find ways to repair the harm or damage in order to rebuild and strengthen relationships. It is important to remember that all children are different, different incidents require different responses and so a general approach needs to be followed. For example, in the foundation stage, children move onto a sun for positive choices and a cloud image is used in the foundation stage and year one to indicate inappropriate choices.

Children who find appropriate behaviour choices difficult may have a Positive Care Plan drawn up by the class teacher and other adults. This is discussed with parents and signed. To support their on-going development, a variety of individual strategies may be used. For example, each session in the day could be split into sections with a sticker for each part starting with six, ten-minute blocks, moving to three, twenty minute blocks and working towards the whole session. Support from team leaders, the SENCo, DHTs or HT can be sought at any time with this. Lunchtimes may need to be managed with a programme of activities that will ensure success.

Where teachers feel there may be issues with behaviour developing, they need to be proactive. It may be appropriate to discuss things with parents first, or call a meeting with other leaders in school to identify a clear strategy for support, followed by a meeting with parents. It might be appropriate to do this early in the year to extend or review strategies as children move classes. Transition meetings with the child's previous teacher may trigger this process.

Where children have made the wrong behaviour choices, the class teacher needs to be told or consulted with as they are the primary manager of the child's behaviour in these discussions, we may be checking how the child has been through the morning, what stage of sanctions they are at, or may just be informing the teacher. We need to ensure that the children are clear that all adults are equally important in terms of expectations, rewards and sanctions whilst still checking the best course of action. This is down to professional judgement.

Behaviour at Breaktime

All staff are encouraged to use conflict management techniques when dealing with incidents on the playground. Any serious issues are **always to be reported to the class teacher** and recorded on CPOMS. The behaviour policy needs to be followed

Supervision

The Headteacher / Deputy Headteachers and SENCO will be available at lunchtimes. They are responsible for the welfare and safety of pupils at lunchtime. They will be supported by a team of timetabled staff who provide the overall supervision of pupils. Staff need to circulate and interact with the children when on playground duty.

All incidents need to be recorded (as previously mentioned) and necessary staff informed. The remaining school staff members are not on duty daily at lunchtime but class teachers will be available for advice and to take a designated slot for 'Chill Out' and/or 'Calm Room'.

Behaviour at Lunchtime

- All staff are encouraged to use conflict management techniques when dealing with incidents on the playground. Any serious issues are to be reported to the class teacher.

- Pupils are expected to move carefully and talk quietly in the lunch hall. If spillage occurs, pupils are assisted by the lunch time staff. Pupils are encouraged to display good manners. In unfortunate cases of persistent poor behaviour, staff will report the incidents to either the Head / Deputy Headteachers at the time or class teacher at the end of lunch (as appropriate). The incident is then expected to be followed up by the class teacher.
- It is important that children are not allowed to go inside at lunchtime as they are not supervised.
- The only exception being:
 - to use the toilet or visit the office if ill or injured
 - to hang up or collect clothing
 - to collect instruments for music lessons
 - Calm room or chill-out
 - Using the Library

NO CHILD SHOULD LEAVE THE SCHOOL GROUNDS FOR ANY REASON UNLESS WITH THEIR PARENT OR A NOMINATED PERSON. PRIOR AGREEMENT SHOULD BE MADE WITH THE CLASS TEACHER.

NO UNAUTHORISED PERSON IS ALLOWED INTO THE PLAYGROUND. IT IS THE RESPONSIBILITY OF ALL STAFF TO APPROACH ANY STRANGERS IN THE PLAYGROUND AND TO ASK THEM TO REPORT TO THE SCHOOL OFFICE TO OBTAIN A VISITOR'S BADGE.

Children Leaving School Grounds Without Permission

If children run out of the school premises, do not follow them in the first instance. Watch to see where they are heading. On no occasion should the child be chased, as this usually results in them running further away from the safety of the school. The Headteacher or Deputy Headteachers should be informed immediately and they will call the police and parents if required. The school will decide, using the deep knowledge of the child, whether to shadow them in the best interests of keeping them safe. The child will subsequently be counselled to discover the reasons for their behaviour and their parents will be informed.

More serious behaviours

Certain behaviours are more serious and need to be responded to more robustly. This may result in either internal exclusion or exclusion from school for a fixed period of time. **In either case, all staff need to be sure they have done everything possible, in line with the policy, before taking these steps.** If internal exclusion or exclusion from school is a likely outcome, it should be discussed with the HT, DHT or team leader at an appropriate time before telling the child this is the outcome. If you are unable to deal with following up an incident immediately, it may be appropriate to tell the child you will discuss the fairest course of action with them later once everyone has calmed down. This might be particularly useful in the busy time after break or when the situation needs dealing with but you have a class needing your attention.

If unsure of the appropriate course of action at any stage of managing behaviour, adults should explain to the child that you need to consider the fairest course of action and discuss things with the HT, DHTs or team leader.

All adults should be implementing these expectations and should all be viewed as equal by the children in terms of behaviour expectations, consistency and all being able to apply the rewards and sanctions. Remember that the class teacher is primarily responsible for the child's behaviour (over time) so actions need to be discussed with them first to check what is most appropriate. (Again, tell the child you need time to consider the fairest course of action). It is important to make sure the child is clear this is a discussion, not the case that the adult who is dealing with the

child needs permission, or does not have the right to the same level of expectations and respect from the child. If the outcome is internal exclusion, the team leader will have a discussion with the child about their choices and the sanction.

Certain children have Positive Care Plans – all adults should familiarise themselves with these and sign to ensure children who may need additional support are dealt with appropriately. Some children, or situations may require flexibility in the application of this policy.

Remember that children (and adults) can take a long time (up to an hour or more) to physiologically calm down after an incident. This time should be given due consideration before productive conversations can be had regarding responsibilities, repairing harm done and sanctions. Telling an angry child they are internally excluded is more likely to trigger them making further poor choices than be supportive. Discussing it with them when they are calm and can rationally understand will support their learning more effectively.

To clarify expectations:

It is not OK to:

Leave the classroom (or space you should be working in) without permission

Use inappropriate language (swearing) - wherever you are or under your breath when angry

Refuse to follow instructions

Behave aggressively, including fighting

Be verbally aggressive to an adult or child

Deliberately damage property – it will need to be replaced or paid for

All of the above will result in a child losing the right to be in class with their peers:

1st time = internal exclusion (half a day, although this will be less for some children) in another teacher's class to work (team leader as the first choice, a conversation with parents and work home if it's not completed during the internal exclusion.

If the behaviour is repeated, the SLT will decide on the point at which the child is 'at risk of exclusion' and an appropriate conversation will be had with parents.

Following this, should the behaviour be repeated again, it will result in a fixed term exclusion from school for a fixed period of time – lots of work home, conversation with parents and reintegration meeting on return to school.

Internal exclusion will be with team leaders where possible but not in a class where the child has a sibling.

The adult the child is working with should ensure there is a discussion with the team leader.

If the adult the child is working with is not the class teacher, there should be a discussion with the class teacher first to check the most appropriate course of action.

The adult the child is working with should send *worthwhile and appropriate* work to do during internal exclusion and unfinished work home.

In both cases, the adults must ensure the teacher is aware of the situation.

Teachers will retain the responsibility for having the conversations with parents that follow.

What constitute swearwords?

If you wouldn't say it in front of the children, they shouldn't say it either.

Adults need to use professional judgment considering the context e.g. if a child dropped something heavy on their toe and swore in response.

If your judgment resulted in you having a quiet conversation with the child after an incident where they swore rather than an internal exclusion, please make sure you discuss this quietly with parents "now we've had the conversation and your child is clear about it, next time we will be looking at internal exclusion...."

If appropriate and the whole class heard, the situation probably needs discussion through a circle time activity.

Offer the chance for all children to see you 1:1 if they are unsure of what is a swearword, so they can discreetly check.

Be proactive – if you have a child who is more likely to swear 'unintentionally', discuss it with them and allow them to check their understanding of what they can and can't say.

E.g. ask them if there's something they say to themselves at home when they're cross that they think they shouldn't say here.

More serious actions, which are unacceptable:

Leaving the school site

Deliberate physical aggression to an adult or child

Deliberate repeated verbal aggression to an adult or child

Deliberately damaging property – will need to be replaced or paid for.

These are likely to result in exclusion from school for a fixed period of time

In conversations with parents – use language that makes it clear the child's behaviour is putting them "at risk of exclusion". Record the conversation.

We need to ensure we have **all** done the following things in order to allow the Senior Leadership Team to exclude a child. If these haven't happened, we will not be able to exclude.

Teachers need to be the managers of the child's behaviour – follow up everything

Can use HT/DHTs/Team Leaders to remove children in extreme cases, but teachers should appear at the earliest opportunity to manage the situation.

In order to be confident that exclusion from school is the next step, we need to ensure we have the following in place, particularly when there is an SEND, Thrive or behavioural need:

Developed a positive adult – child relationship

Adapted learning experiences to meet the child's needs (behaviourally and educationally)

Provided stimulating, engaging and interesting learning experiences

Followed the behaviour/reward system rigorously over time

Provided a 'safe space' within the classroom, having discussed what the children want/how they would like it first

Examples of this are outlined below:

Developed a positive adult – child relationship might include:

Noticing how the child comes in

If they've been off, "hope you're feeling better"

Expression – verbal and facial

Personal interest comments, "How's the new baby?" etc.

Notice who might need fruit/food, emotional chat, grounding into school

Being the 2nd greeting after the gate
Attuning to anxieties about things coming up...returning slips, clubs, money etc.
1st 10 minutes – positive, calm and supporting
Give something of yourself
Child is welcomed and 'belongs'
Used appropriate language, tone, volume with the child

Adapted learning experiences to meet the child's needs might include:

(Compare with differentiation for a visual impairment need)
Differentiating work according to behavioural need
Kinaesthetic work
Particular resourcing
Adapted SOLE expectations
A smaller exercise book (It's OK to do this)

Playing to strengths (praise) and manufacturing opportunities to do this – e.g. reading story to whole class
Group work needs to be appropriate. "Choose a friend". Ability groups don't have to be sat together.
Pushing gently in an appropriate way
'On the hoof' changes if it's not working (e.g. do a job, then another activity)
Visual timetable/time with an adult to know what's coming next
Clarity of expectation communicated to the child (e.g. this session is 'hands up')
Use of TA support – planned for, directed, agreed vocabulary

Provided stimulating, engaging and interesting learning experiences might include:

Variety of resources
Not sat too long
Different places
Hands on
Their interests
'Something that is five minutes of fun'
Mixed team teaching
Meaningful curriculum

Followed the behaviour/reward system rigorously over time includes:

Gentle and calm early reminders
Appropriate use of the 'warning' – supporting the child in removing it
Given clear and 'proper' fresh starts each session or day
Reinforced and promoted the system
Modified rewards to provide shorter success periods within a session
Tackling each and every low level incident
Following up behaviour with the child
Informed parents at every step
Provided consistency
Followed a restorative approach of supporting children to accept responsibility for their actions, repair the harm/fix the damage and apologise

Exclusion from school

The decision to exclude from school for a fixed term is not taken lightly. Every opportunity needs to have been taken to support the child and intervene to avoid the situation occurring. Some

behaviours will warrant exclusion but, if all of the guidelines to support children contained within this policy have not been put in place, exclusion will not be an option.

The school follows DCC and DFE guidance regarding exclusions and works with the Exclusions and Reintegration team from DCC where appropriate.

The decision to exclude from school rests with the most senior member of the Executive Leadership Team (HT/DHTs) present in school. If in doubt, Team leaders can always consult with the HT or DHT by telephone whilst they are in charge of the premises.

Guidance, forms and model letters are on the SLT Drive of the school server and should be completed and sent to the relevant parties following the guidance. Parents should always be telephoned with regard to exclusions and a face to face discussion should follow. The chair of governors should also be informed. Exclusion records should be logged in the exclusions file held in the Head-teacher's office.

A re-integration meeting should take place with the child and their parents, unless it may be detrimental to re-integration, on their return to school to review future support and clarify expectations.

Anti-Bullying

This policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where there is a real or perceived imbalance of power. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, prejudice or racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or not wanting to come to school. Pupils must be encouraged to talk to an adult if they feel they are being bullied or know of someone else who is.

All staff have a duty to deal with incidents of bullying promptly, following the guidelines within this policy. It may be appropriate to extend dealing with a single specific incident into 'circle of friends' work or use the support of other adults to develop and strengthen positive relationships between pupils where there have been issues.

All incidents and conversations with parents will be recorded on CPOMS.

Pupils who have been bullied and pupils who have chosen to bully others will both be supported through the Restorative Approach as appropriate to develop and strengthen relationships to ensure all children feel safe and comfortable in school.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE topics, circle time, assemblies and subject areas, as appropriate, in an attempt to minimize any incidents of bullying.

Physical Intervention

Restraint should be used as a last resort – if the actions of the child are leading to the safety of themselves, their peers or members of staff being put at risk. *Every* effort, including the use of a range of strategies, should have been made to de-escalate the situation prior to the decision to handle being made.

The decision to intervene physically will be a professional judgement based on on-going risk assessment. **If there is a risk of harm to other children, it will usually be most appropriate to remove the other children from the situation rather than trying to remove a child where physical intervention would be necessary. It is not appropriate or justifiable to use physical intervention to move a child 'because we want them to be somewhere else'. Staff should usually work with the child in situ and, whilst this may feel inconvenient and time consuming, allow the child time to calm down and make their own choice to comply with requests.**

The only occasion in which it is appropriate to move a child is if the location where the physical intervention is taking place is an unsafe one. For example, if the child is sat upright against a radiator and is taking the decision to hit their head against it. In this situation, it is in the best interests of the child to move them to a safer space. The shorter the distance that a child has to be moved, the better; doing so can be distressful for both children and staff. It is not appropriate or justifiable to use physical intervention to move a child because of their use of profanity. If a child is choosing to use inappropriate language, their peers need to be encouraged to ignore it and reassured that such language is completely unacceptable. The pupils may also need support in understanding why such language is being used.

Remember that children (and adults) can take a long time (up to an hour or more) to physiologically calm down after an incident.

Where a child sometimes displays behaviours that may lead to a need for restraint, the class teacher should write a Positive Care Plan (Blanks on the 'S' drive), which should be discussed with parents and signed. It may be appropriate to write a risk assessment for children regularly making more extreme behaviour choices. HT, DHT or Team leaders can support with this if required. Children in this position will most likely already have support from a suitable adult who can offer guidance and support. If appropriate, plans should include triggers, strategies for de-escalation and which PIPS strategies are to be used

Positive Care Plans should also be used for children who may not have the potential to require restraint but need particular strategies to be used by all members of staff. The Positive Care Plan is a method for class teachers to ensure all adults act in the most appropriate manner to support the children.

If restraint needs to be used, adults must ensure it is in the child's best interest and that it is reasonable and proportionate.

Restraint must never be used as a punishment.

In law, staff have a 'right to' and do not 'have to' use restraint. You do have a 'duty of care' to intervene though.

You have justification to use 'reasonable force' and in law it is not necessary to use Team Teach or PIPS strategies. Reasonable force is defined as the minimum required for the desired result and must be proportionate to any force used against you. Disproportionate force would be an offence. We will use PIPS strategies as a first choice method of restraint and Team Teach second. Other restraint should only be used in an emergency.

Passive Intervention and Prevention Strategies (PIPS) are our first choice as they:

- Give the pupil back some control and help in calming down.
- Help children who have experienced negative touch.
- Make movement safe and are not too overpowering.
- Allow staff to act confidently at times of crisis.

Justification includes:

If a child is committing a criminal offence

Damage to property (significant)

If a child is a danger to themselves or others

If a child is displaying behaviour prejudicial to good order.....and discipline in the classroom or elsewhere where you are 'in loco parentis'

Staff members should take account of their own personal safety when making the decision to physically intervene.

Incidents MUST be recorded in the handling book – to ensure clarity, include the statement 'in the best interests of the child.....because....'. Entries must be signed and dated, including any witnesses. These will be archived following the current policy and guidance.

Incidents must be reported to parents and recorded on CPOMS.

Children should be allowed time to calm down and re-centre themselves before returning to class (if that is appropriate). This may take some time.

Class teachers should take opportunities to discuss physical intervention with children. This can be particularly important for those children who have a behaviour care plan but also those who have witnessed an incident. It can be clarified that in some cases, physically intervening is necessary, entirely appropriate and lawful.

Staff members who have been involved in a restraint situation should have some 'time out' from their current duties to enable them to calm down as part of the overall de-escalation process.

For some children, the use of 'Thrive Touch' will be appropriate. This sits on a scale below physical intervention and is part of a process of validating, attuning and supporting children in their feelings, emotions and actions. This is most likely to be carried out by the Thrive Team. The same principles outlined above apply.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.