

Britannia Education Trust



Behaviour and Anti-Bullying Policy

Approval level - by CEO

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1. CODE OF CONDUCT

At Britannia Education Trust we believe all members of our school community have the right to be treated with respect and the responsibility to treat others in the same manner.

We expect language and actions which value

- physical, racial, linguistic, cultural, gender and religious differences
- achievement
- self esteem
- co-operation
- responsibility
- each other
- the school environment
- personal and communal property

We actively challenge injustice such as racism, sexism and other forms of stereotyping; bullying, victimisation, fighting, vandalism and abusive language and behaviour.

When all members of the school community agree to this code of conduct:

Children can expect:

- to feel safe and secure in school
- their efforts to be encouraged, recognised and valued by staff and their families
- to feel positive about themselves, their work, their friendships and their families
- that their problems and concerns will be listened to and dealt with appropriately
- that rewards and sanctions will be applied fairly and consistently

Parents and Carers can expect:

- that their children will be safe at school
- that their children's learning and physical needs will be addressed
- that their children's progress will be viewed as a partnership between home and school
- that problems and concerns will be listened to and dealt with appropriately.

Staff can expect:

- a safe working environment
- to work with pupils who attend school regularly and on time
- to work with pupils who are ready to learn.
- to work with pupils who are polite and respectful.
- to work with parents, colleagues and Governors who are encouraging and supportive
- that problems and concerns will be listened to and dealt with appropriately.

The following principles guide how our code of conduct is implemented:

- There will be positive rewards for good behaviour.

- A clear set of school rules will be regularly discussed by teachers and children and consistently applied.
- A clear set of consequences for breaking these rules should be consistently applied by all staff.
- Consequences are non-negotiable on either side.
- Parents should be fully involved in the system and informed of their children's behaviour on a regular basis.
- "Certainty not severity" (Bill Rogers) - a child should know that poor behaviour will be followed up, but does not need to be made to feel that poor behaviour makes him or her a bad person. Children should feel that they will be supported in making improvements in their behaviour. They should also come to understand that everyone makes mistakes and that it is possible to move forward from these mistakes.
- "Repair and rebuild" (Bill Rogers) – all members of the school community will be encouraged to talk through any incident, recognise each others' viewpoint and move forward. Adults will be mindful of their position and experience and of their responsibility in modelling and guiding this behaviour.
- All members of the school community are aware of the agreed behaviour rules which are displayed around the school.

Ways of encouraging good behaviour and attitudes:

- Approval, non-verbal or verbal
- Say "Thank you"
- Award coloured 'school rule' stickers
- Award Class Dojo points
- Gold Star award
- Award citizen of the week (Year 2 - Year 6)
- Child shows good work to another teacher (by prior arrangement)
- Visit to the class by member of the Leadership Team
- Sit, work, play with friend
- Give children responsibilities
- Older children work with younger children by arrangement
- Buddies - for example Year 5 are lunchtime buddies for reception pupils
- Encourage children to make the right choices
- Staff model positive behaviour
- Include parents in strategies
- Inclusion team member involvement
- Positive Reinforcement of good behaviour
- Recognising good behaviour, naming it and praising it
- Encouraging children to use the Zones of Regulation tool

Sanctions for dealing with unacceptable behaviour:

- Disapproval – non verbal and verbal
- Use of tone of voice
- The sequence of consequences (listed on page 6)
- Withdrawal of privileges e.g. missing playtime/part of lunchtime
- Specific individual consequences agreed by the inclusion team and appropriate to the behaviour displayed
- Home/School Book or Class Dojo for communication with parents

- Behaviour contracts
- Parents informed
- Exclusion (internal or external)

In situations where we need to reprimand a child or children for their behaviour, we will endeavour to praise a child or children who are behaving according to expectation, thus giving the individual or group of children who are misbehaving a chance to see acceptable ways of behaving.

Our aim is to move towards a situation where children's good behaviour results from their enjoyment of school life and their desire to take responsibility for their own behaviour and learning.

***Persistent challenging behaviour**

When children begin to show a pattern of behaviour by receiving multiple and regular consequences; school will hold a team around the child meeting with the class team, behaviour lead, SENDCo, and parents to discuss potential SEND. At this stage we may introduce ABC charts to track behaviour, home-school diaries, and explore external referrals or support.*

2. STAFF DEPLOYMENT

Britannia Education Trust ensures that staffing levels allocated to supervision (including supervision during break time and lunch time) are sufficient to ensure that pupils are safe, that the school is orderly and that emergencies can be dealt with promptly, while still leaving adequate staffing to supervise unaffected children. In addition, we ensure that staff are provided with suitable training and experience to supervise pupils, including those taking part in off-site activities.

3. WHOLE SCHOOL RULES

Britannia Education Trust schools work to improve the behaviour of the children through a consistent and fair approach. There are whole school rules, rewards and stepped consequences which are displayed in every classroom and around the school. These should be adhered to and referred to by all members of the school community.

Each rule is associated with a colour so that it is clearly identifiable to adults and children. The rules are prominently displayed on circles of coloured card which correspond with the relevant rule. Time is given in assemblies and classes to discuss and remind children what the rules mean, giving examples and discussing their meaning. All staff should make sure that the rules are discussed at the beginning of each term and that they use circle times to reinforce them.

It is important to remember that children who have specific behavioural difficulties may require further support and specific strategies to manage their behaviour. In such cases teachers should liaise with the SENCO/inclusion team. Such strategies could range from a behaviour reward chart to a PSP (Pastoral Support Plan).

Children who have been professionally diagnosed with severe learning difficulties and/or with complex needs will require the behaviour rules and consequences to be adapted for them.

Whole School Rules

1. We are kind, helpful and respectful. (orange)
2. We are ready to learn, enthusiastic and try our best. (blue)
3. We always listen well and speak clearly to everyone. (yellow)
4. We look after our school and everything in it. (green)
5. We keep our hands and feet to ourselves. (red)

It is important to refer to the rules when giving a child a consequence. Children should know which rule they have broken, why they have their name on the board or a time out sheet and must be encouraged to think about the impact it has on them and other children.

Learning Behaviour (also referred to in the Teaching and Learning policy)

Hands up zero noise signal

Children are expected to respond to the hands-up signal immediately. Adults and children should not talk when they have their hands up. Teachers should not clap or make any other noise before they put their hand up. It is important that everyone uses the same signal so that someone coming into a class can use it knowing that the children understand it. As with the rules, rewards and consequences this should be discussed and reinforced at the beginning of the year.

Moving around the school

Children should walk around the school in the same way that they walk around the classroom – quietly. They should be encouraged to enter rooms in silence.

4. REWARDS

Verbal praise

Verbal praise should be specific and not general in order to continually comply with our Growth Mindset quality for life.

Coloured Stickers

Children will be given coloured stickers which correspond with the colours of the whole school behaviour rules. We should aim to give as wide a range of coloured stickers as possible.

Gold Star Award

Individuals, groups or whole classes may be rewarded with a certificate in the weekly reward assembly. These awards are in recognition of positive classroom learning or attitude. Every child should receive at least one certificate a year and teachers will keep a record to ensure that this happens.

Class Dojo points

Points are awarded for keeping the school rules and displaying the trust's 'Qualities for life'. From Year 2 - Year 6, the pupil with the most Dojo points will be rewarded as 'Citizen of the Week'.

Hot Chocolate Award

A child in each class with exceptional behaviour, each week, will receive this award and have hot chocolate with the Headteacher.

No other reward systems will run except these.

5. CONSEQUENCES (Years 2 to 6)

Consequences run across the day including: lesson time, break/lunchtimes and for after school clubs.

These consequences are for behaviour not for unfinished work, teachers should ensure that a child has been provided with every opportunity to complete work. If it is felt that a child has chosen not to work, despite being able to do so, then the teacher is responsible for keeping the child in and discussing the problem with them. Further action may be taken if a child continues to break the blue rule at this stage.

Staff will ensure that they have done all they can to encourage positive behaviour and have followed the steps in this policy. Children should understand the behaviours they have exhibited that have resulted in a consequence and, where appropriate, the cumulative series of behaviours that have resulted in a red or blue sheet.

It is essential that if parents have to be called they are also aware of the steps the child has been through. Red and Blue sheets are logged on the Google Form so that there is a reliable record that can be analysed at a later stage.

The consequence steps are as follows:

Step 1 **Name on the consequence board** (discrete e.g. kept on the teacher's desk)

Step 2 **Tick by the child's name**

Step 3 **Time out in another class – 10 minutes red sheet**

Each class has a designated table/chair for time out, the teacher who receives the child does not discuss anything with them, they do the time in silence. After time out they return to their class and the teacher keeps the red

sheet in their behaviour book/file. Parents/Carers should be informed by class teachers when a child regularly reaches this stage. ***The child will also miss 15 minutes of break time or lunchtime.***

Step 4 Leave the classroom – Blue sheet

The child is sent to another classroom for 30 minutes. The class teacher will discuss the rules that the child has broken and how they think that they can improve their behaviour. The class teacher is responsible for informing the child's parent. ***The child will also miss a break time and lunchtime at this stage, completing additional classwork in a designated indoor space.***

Blue sheet issued at lunch time

The child misses the rest of the lunch break, sitting in a designated indoor space to complete the blue sheet. ***The child will also miss a break time and lunchtime the following day/next school day at this stage, completing additional classwork in a designated indoor space.***

Year 2 to 6 behaviour consequences last for a day and then children return to the beginning of the consequence system.

For Nursery, Reception and Year 1, consequences are reset at lunchtime.

In Nursery children are first given up to 3 warnings verbally with an explanation of how to change their behaviour then they are given a short time out (3 minutes).

In Reception and Year 1 children place their photograph or name on the behaviour tower. Teachers are mindful of the potential emotional impact a consequence can have on a young child and ensure that the child is not made to feel uncomfortable while at the same time understanding that their behaviour needs to be modified.

The consequence steps are as follows:

- Step 1 Verbal warning
- Step 2 Visual warning, move your photo to white zone
- Step 3 Activity with adult for 10 minutes, move photo to the orange zone
- Step 4 5 minute time out in the classroom, move photo to the red zone
- Step 5 10 minute time out in the year above or below, move photo to the blue zone

The class teacher will discuss the rules that the child has broken and how they think that they can improve their behaviour. Children do not miss any of their outside time. **The**

behaviour consequences last for half a day and then children go back to the beginning of the consequence system. For Reception **only blue consequences are logged through the Google Form so that they can be analysed at a later stage.** Parents will be notified of the blue sheet and solutions will be discussed in order to improve future behaviour.

The internal exclusion rules do not apply to Reception children in terms of accumulation of blue sheets. However, although unlikely and rare, if a Reception child displays **extreme** behaviour (either verbal or physical) this will not be tolerated and children will immediately be removed from class and parents called.

Reception rewards

- We receive verbal praise
- We receive a sticker for following the rules of our school
- We receive gold star certificates
- We can climb to the top of the reward tower

6. EXCLUSION

Internal:

This is where children are removed from class and placed away from their peers in a different phase group under supervision of a senior leader. Children are provided with relevant tasks by class teachers as well as having the opportunity to work with a member of the inclusion team to develop solutions-focused targets.

Accumulating Step 3 and 4 consequences

If a child receives three blue sheets in a half term, the child will be internally excluded for half a day and will complete a half day in a different area of the school. Parents/carers will be asked to attend a meeting along with the child's class teacher. Children will be given solutions focused exercises in school to complete as well as discussing their behaviour with a member of the inclusion team.

If a child receives four blue sheets in a half-term the child will be internally excluded for a full day and will complete this time in a different area of the school. Parents/carers will be asked to attend a meeting with the Deputy Head teacher and the child's class teacher. Children will be given further solutions focused exercises in school to complete as well as discussing their behaviour with a member of Senior Staff. At this stage a shared agreed plan will be made which could result in the child being referred to the school counsellor or outside agencies.

If a child receives more than three red sheets in a week parents/carers will be notified.

If a child receives a substantial amount of red sheets over a term, parents/carers will be asked to discuss their child's behaviour with the class teacher and /or a member of the inclusion team.

Further consequences or extreme behaviour may result in External Exclusion

at the discretion of the Headteacher. See the trust's Exclusion Policy.

External:

Britannia Education Trust has a separate, detailed policy on exclusions. A child may be excluded for a fixed term or permanently. A child may also be excluded for part of the day, e.g. the lunchtime. All cases of extreme behaviour will be investigated and considered individually and may result in exclusion.

When pupils are excluded for a fixed term they will be referred to the Behaviour Support Service which offers provision from the first day of exclusion. Parents will be strongly encouraged to use this provision. On return to school, parents will be expected to attend a meeting with the child before he or she re-enters. This meeting will be with a member of the inclusion team or a member of the Senior Leadership Team (SLT). The aim of this meeting will be to minimise the risk of further exclusions and/or permanent exclusion.

Exclusion is seen as a last resort and part of the remit of the school's inclusion team is to look for solutions to avoid it. Part of this process involves looking to services available from outside agencies to support pupils in need.

Dealing with repeated serious behaviour

The school inclusion team will consider issues such as:

- Have the parents been informed?
- Does the child require a PSP?
- Is the child being made aware of increase/decrease in number or type of offences?
- What information has been given to SLT?
- Has outside agency involvement been considered?
- Is the child at risk of exclusion (fixed term or permanent)?
- Is there an exceptional circumstance?

EXTREME behaviour will not be tolerated and children may move straight to a blue sheet and/or immediately be removed from class. Parents may be called.

Extreme behaviour may be defined as issues likely to cause a risk to health and safety, online safety, damage to self or other persons or property, or which contribute to a breakdown in school discipline.

7. BREAK TIME AND LUNCHTIME

Break time and lunchtime are very important for children. They are also the times when bullying, fighting and other forms of unacceptable behaviour are more likely to occur. It is of the utmost importance that all staff take children's concerns seriously. A behaviour record sheet is passed onto the playground from class teachers to ensure that consequences can be noted by the adults on duty.

In situations where a pupil complains about another pupil the two children should be brought together and given the chance to explain what has happened. Where possible this should be dealt with in the playground by staff on duty, but if necessary the children can be

sent to a member of the inclusion team to resolve the issue. It is important that a pupil feels that their point of view has been heard and that they are aware of action that will be taken.

If a child receives a blue sheet during lunchtime the child will miss the remaining lunchtime as well as the following break and lunch time.

Rules

The same school rules ***and consequences*** apply at break and lunchtimes.

Rewards

- Children will receive verbal praise
- Children will receive coloured stickers which correspond with the school rules
- They are given responsibilities, such as Buddy duties and Team Leader roles.

8. ANTI-BULLYING STRATEGY

It is unacceptable for children to exhibit bullying behaviour which is not only damaging to the children who have experienced/are experiencing abuse but also to the perpetrator. The trustees and staff at Britannia Education Trust take an approach to bullying that enables children to feel safe at school and know that the parents and staff of the school will work together in partnership to change the patterns of behaviour which make a pupil behave in an inappropriate manner to other children. Our aim is to help the pupil to change his/her behaviour so that they learn appropriate ways to socialise with other children and for the children who have experienced/are experiencing abuse to be able to understand that they have no reason to feel fearful.

The trust recognises that children can be made to feel sad, unhappy and distraught or become school phobic because they are the target of bullying. The trust intends that every pupil should come to school able to learn and be confident in his/her own physical and emotional safety. We have a robust anti-bullying culture that emphasises the importance of every child being able to thrive as a confident individual and a successful learner. This culture is reflected in the life of our school community in which the vast majority of children enjoy school and staff work to promote pupils' self-esteem throughout the school day.

We encourage a positive learning environment in which tolerance is demonstrated towards every member of the school community, irrespective of their beliefs, faith, ethnicity, social background, disability, sexuality, gender or gender identity. This policy is available to parents on the school website in order for them to reinforce with their children the expected social behaviour at school. Discussions in lessons, assemblies and interactions with pupils around the school promote respect and tolerance and challenge disrespect, prejudice and prejudice-based bullying.

We aim to:

- Provide a safe environment in which to promote the spiritual, moral, social, cultural and intellectual development of all members of the school community.
- Raise awareness of bullying by being part of the National Anti-Bullying Week and Internet Safety Day.
- Inspire members of the school community with a love of learning and a desire to achieve their full potential.
- Encourage children to be sensitive to the needs of themselves and others.

- Prepare children for the opportunities and responsibilities of their future life.
- Monitor and promote equality of opportunity.
- Develop positive relationships with the wider community.
- Enable bullying to be dealt with and managed in a fair and equal manner throughout the school.
- Implement a whole school approach to tackling bullying in order for effective teaching and learning to take place.

9. BULLYING AND RACIST INCIDENTS

a) Definitions

Bullying

For the purpose of this policy and guidance, bullying is defined as a manifestation of physical, verbal or psychological aggression, conducted by an individual or group and directed against an individual or group, defenceless in the actual situation, causing them to feel weak and vulnerable.

Bullying is usually considered to be:

- Deliberately hurtful
- Repeated, often over a prolonged period of time
- Difficult for the target of bullying to defend themselves against
- Intentional

Racist incident

This is any incident which is perceived to be racist by the children who have experienced/are experiencing abuse or any other person. Racial harassment can be seen as racially motivated bullying. Procedures for dealing with children who have experienced/are experiencing abuse and perpetrators should be consistent with those used as part of the overall behaviour policy in the school. Some bullying is racially motivated and the procedures for dealing with, and recording, racist incidents should be followed.

b) Types of Bullying Behaviour:

- Direct verbal bullying may include name-calling, unpleasant comments about ethnic origin, nationality, colour, disability, sexual orientation or about family members, making derogatory remarks about the person or things associated with the person and racist comments.
- Physical bullying can range from physical attacks to the person to just persistent gentle uninvited taps and touches. Derogatory comments about emerging puberty. It can also include physical damage to the victim's property.
- Emotional bullying may comprise excluding someone consistently from working and playing within peer groups. It can include the persistent putting down of someone in front of others to make that person feel worthless and the perpetrator feel dominant and powerful. (Any unfriendly gestures/behaviour).
- Cyber bullying is the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.
- Indirect verbal bullying is intimidation and harassment through pressure from members of a group against an individual so that he/she feels uneasy or frightened. An example would be spreading rumours about an individual and socially excluding them.

c) Characteristics of Bullying Behaviour

- Bullies rely on power or domination, often with group support
- They isolate their targets and intimidate them
- They may use rude or offensive language, gestures and postures including 'the look' – our children have referred to a 'look' as being a form of non-verbal bullying
- They may use threats and extortion
- They may demonstrate cultural insensitivity when they are aware that what they are doing or saying can be interpreted as being offensive
- A silent group may know that bullying is taking place, but feel unable to do anything about it because of the power of the perpetrator

d) Characteristics of children who have experienced/are experiencing abuse

- They may lack close friends at school
- They may be different in some respect
- They may lack social skills
- They feel they should not tell anyone
- They experience distress caused by anxiety about future attacks

Bullying, therefore, should be countered, recorded and monitored.

e) Procedures For Dealing with Bullying and Racist Incidents

It is important that:

- Staff respond quickly to children when they say they have been bullied or racially abused.
- Children's concerns are acted upon in every case, according to an agreed procedure.
- Incidents are recorded.
- Every incident is followed through.
- All pupils are aware, for example through planned assemblies, of the procedures for reporting bullying and racist incidents and to whom they can report.
- Children are encouraged to report bullying and racist incidents, in the confidence that such reports will be taken seriously by staff. This may include bullying that pupils experience online or as part of a social media group. It may also include reports of adults bullying or racially abusing pupils.

Stages of Investigation

This procedure is to be used to investigate bullying and racist incidents.

Stage One – A pupil, or a parent/carer, reports a bullying or racist incident (written or verbal).

Stage Two – The person to whom the report was made either investigates the incident or reports it to another designated member of staff to investigate. In any case, they will need to make careful and accurate written notes at the time of the report. The designated member of staff should be appointed within 24 hours of the notification.

Stage Three – An appropriate designated member of staff then informs the target of the procedure and reassures them, without making them feel inadequate or foolish. This should also happen within 24 hours of the alleged incident.

Stage Four – The investigator gathers information by interviewing all relevant parties separately, making sure that witnesses wait separately to be interviewed. The investigator may need to consult pupil records and consult staff who were on duty at the time. They may also need to consult messages sent or received by pupils online. There could be a delay while this takes place, if so, it is important to explain the delay (in any written report) in case the credibility of the procedure is put in jeopardy. This stage should be completed within 4 working days unless key witnesses are absent.

Stage Five – The investigator then weighs the evidence, reaches a conclusion, and discusses the findings with all relevant parties. This could include parents if the allegation is found to be substantiated, of a significant nature or warrants further intervention. A full decision must be given for unjustified, as well as justified, complaints. This should be written and should take place within 5 working days of the incident unless key witnesses have been absent. If that is the case, the delay should be explained to relevant parties including the parents of the target and perpetrator.

Stage Six – The school then applies appropriate sanctions to those found guilty of bullying to reinforce the message that bullying and racism can harm and will not be condoned. Sanctions can involve a progressive withdrawal from school activities, e.g. from breaks and during lunch hour, and may lead ultimately to exclusion. This should happen as soon as the investigation is completed.

Stage Seven – The incident is written up and kept in the behaviour files on MIS (SIMS). Racist incidents are also recorded in the racist incident book. Racist incidents are reported to the Board of Trustees annually.

FOLLOW UP

Bullying and racism may be a symptom of a wide variety of problems experienced by the perpetrator of the incident.

Working with children who have experienced/are experiencing abuse

Sometimes children are bullied because they lack appropriate assertiveness skills, or because they have poor self-esteem. An interview with the child may help to determine if this is the case and, if so, appropriate support can be arranged.

Follow up support can be provided:

- on a one-to-one basis, to help the child learn more positive ways of responding to teasing and harassment.
- on a group basis. Groups, including circle time can help children to develop new and more effective ways of relating and reacting to other children, and to be more assertive
- Child working with a designated member of staff/member of the inclusion/safeguarding team.
- Child being placed in a nurture group or similar group that provides pastoral support

Working with the perpetrator

It is important to consider ways in which the perpetrator can be helped to acknowledge and express concern for the child who has experienced/is experiencing abuse.

Follow up support can be provided by:

- Child working with a designated member of staff/member of the inclusion/safeguarding team.
- Child being placed in a nurture group or similar group that provides pastoral support
- Referring a child to outside agencies for professional advice. In the case of cyber bullying this may include police involvement.

f) Maintaining a safe school

Staff

Teachers look for opportunities to discuss and explore issues of bullying and racism with their class. There will be opportunities in the formal curriculum particularly in literature, history and PSHE to consider bullying as a social problem.

Teachers plan sessions for pupils on the effects of bullying and racism, e.g. drama, role play, discussions and games, particularly during circle time.

Staff will be vigilant of areas where bullying and racism is likely to occur and where children tell us this occurs.

Pupils

Pupils should feel comfortable to report a fellow pupil who has been bullied or racially abused without fear of reprisal. The culture of reporting incidents of bullying and racism as “telling on pupils” should be assertively discouraged. Children should have access to continuous support by notifying the school’s Inclusion Team of any problems.

Parents

Parents need to be kept informed of all actions.

Trustees

The CEO reviews this policy annually and reports its impact and any changes to trustees. Trustees receive regular updates regarding behaviour incidents.

Absence from school

Staff are aware that absence from school may be due to bullying or a perceived danger from bullying or from racist activity. Staff should report any concerns to a senior leader.

9) GUIDANCE ON THE USE OF POSITIVE HANDLING

Note: Refer to the *DCFS ‘Use of Reasonable force’ guidance (July 2013)*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Ideally members of staff should never be required to use force. However, this policy recognises that there may be occasions when the use of force is unavoidable and on such occasions the following principles should be applied.

Emergency responses will often be unplanned but any instances of positive handling must always be recorded on Safeguard under the pupil's name. It is possible that there will be occasions when emergency responses become planned, for example, where a child experiences positive handling on a regular basis. Where this is the case parents should be informed of the positive handling plan and asked to sign it. They may refuse to sign it but the trust can still implement it as they have a 'duty of care' to ensure the safety of all children and staff.

The trust recognises the potential for injury to both pupils and staff involved in physical intervention and will ensure that identified staff receive regular and updated training (Team Teach) in order to minimise the risk of injury. Each school will maintain a record of who has received training.

a) Physical intervention

In what situations might physical intervention be needed?

Application of force is likely to be legally defensible when it is required to prevent any of the following:

- Harm to another pupil
- Harm to him/herself.
- Harm to staff
- Deliberate damage or vandalism
- Injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- An at risk pupil from absconding from class leaving the school
- When a pupil persistently refuses to obey an order to leave the classroom
- When a pupil is seriously disrupting a lesson.

Note - The use of force is illegal if the incident does not warrant it.

Acceptable physical intervention

Any force should be reasonable, proportional and necessary to the circumstances and if used should maintain the safety and dignity of all concerned. The force used should always be the **minimum** needed.

- Hold (but never round the neck or collar)
- Lead a pupil by the hand or arm
- Shepherd a pupil away by placing your hand at the centre of the back
- In extreme cases (such as self- defence) more restrictive holds, from individuals who have had relevant positive handling training may be used.
- Positive handling, where necessary, should involve 2 trained people, where possible.

b) Advice on specific situations

Breaking up a fight

Remember it is better to diffuse than intervene.

- Assess the situation first.
- Don't put yourself at risk; alert colleagues, enlist their help.

- Remain calm, don't take it personally.
- Use verbal intervention first e.g. "STOP!"
- Always make a record if restraint is used.

Vandalism of school premises

- Always consider the safety of the pupils you are responsible for before confronting any pupils.
- Speak to a senior member of staff before acting if possible.
- Consider whether the police should be contacted.

Preventing a pupil from absconding

- First consider the age and understanding of the child concerned and then decide on whether you will pursue him or her and whether you will use physical intervention.
- Alert a senior member of staff if a child leaves the premises.
- The child's parents/carers should be notified and the police called if this is deemed appropriate.

Searching a pupil

Headteachers and senior members of staff can undertake a search without the pupil's consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item, stolen property, illegal drugs or alcohol. Reasonable force can be used by the searcher. It is important that staff ensure that they ask a colleague to witness the search. Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

Banned items:

- Weapons
- Fire lighters
- Mobile phones
- Smart watches
- Drugs and alcohol
- Chewing gum

Further guidance may be found here - The DfE's latest guidance on [searching, screening and confiscation](#)

c) Reporting incidents which have required positive handling.

- All incidents of positive handling must be recorded on Safeguard in the child's profile and the family informed of the contact that was necessitated.
- Following the reporting of an incident, post incident support will be offered to staff. This may be in the form of a discussion with a senior member of staff or a referral to the school counsellor.
- A record of incidents that require positive handling will be reported to the Board of Trustees on an annual basis.

Recording incidents

Staff must record all incidents that require staff intervention in writing as soon as possible, including:

- The names of everyone involved, time and place and names of any other witnesses.
- The name of the person authorised to make the record.
- The date
- The time
- The location
- The duration of any measure of restraint
- Details of the child's behaviour leading to the use of the measure
- A description of the measure used
- Details of any methods used to avoid the need to use that measure
- The effectiveness of the measure
- Any consequences of the use of the measure
- A description of any injury to the child concerned or any other person
- A description of any medical treatment administered
- Confirmation that the person authorised to make the record has spoken to the child concerned
- The child's feeling about their experience (ideally within 24 hours and no longer than 5 days afterwards)

NB: where a child has a EHC plan which details a specific type of restraint is provided for use as part of the child's day to day routine, the recording requirement is exempted.

Staff must:

- Report to a senior leader and report the incident on the child's profile on Safeguard. .
- Inform the parents immediately, orally or in writing and give them a chance to discuss the incident (with a senior colleague present if felt necessary).

Staff are advised:

- To refer to the SEND policy and individual behaviour support plans for children requiring regular/frequent positive handling
- To be aware of the needs of and individual arrangements for SEND pupils
- In the event that they are injured, assaulted or threatened, to record this on the staff injury google form.
- It is good practice to reflect on incidents where force has been used and to discuss with others whether an alternative course of action would have been feasible.

Children who require extra support with their self-regulation and behaviour:

A small number of children will require extra support with their self-regulation and behaviour / actions. There are a number of strategies that may be employed; underpinning these strategies is the aim to encourage the children to reflect and make positive choices and take responsibility for their actions:

- Access to a self-reflection zone within and outside of the classroom
- Personalised behavioural plans

- Feeling cards
- Planned physical breaks
- Sensory circuits
- Zones of regulation, social skills and resilience interventions
- Time out in another classroom or specified, agreed area
- Home school communication book
- 1:1 adult (in extreme cases)
- SCERTS assessment/ plan
- Visual timetable
- Reward chart and reward activities
- Dedicated TA support - in the classroom and playground

If a pupil requires any of the above support consistently, then the school will need to consider whether the child requires an assessment for social, emotional and mental health needs and may need to involve outside professionals such as the Educational Psychologist, Behaviour Support Services or CAMHS.

In rare cases where a child is so dysregulated that they need positive handling intervention the school will conduct the following strategies:

- Only staff who have been through the full Team Teach programme will intervene.
- Staff will always follow de-escalation strategies: calm voice, caring Cs and offering options.
- Should positive handling be required for the safety of the child, other children or members of staff, the appropriately trained adult will dynamically assess the situation and only use an appropriate hold for the situation. The staff member will maintain the approved hold only as long as it is necessary and will continue to deploy de-escalating strategies to help calm the child throughout.
- All incidents of positive handling must be recorded on Safeguard in the child's profile and the family informed of the context in which the contact was necessitated.

Links to other policies and documents

Online Safety Policy
Safeguarding, Early Help and Child Protection Policy
Exclusion Policy
Staff Code of Conduct

APPENDIX A

Recording Internal Exclusions on Bromcom:

If a child has had three blue sheets over a half term, the class teacher should go to:

- Modules / Behaviour / Event Records and select the name of the child
- In the top menu Click on New and then Click on + Add Student and choose your student, then Click on DONE
- Choose Basic Details to record positive/negative/neutral and an event type (dropdown menu)
- Choose More Details to record comments / affected students / affected staff / witness
- When you are confident that you have populated sufficient information, Submit and Close
- In the case of an Internal Exclusion (dropdown in the Outcomes box) please add comments box add a brief explanation of why the child has been placed in internal exclusion
- Under Parents/ Carers Informed select the means of communicating the internal exclusion (for an internal exclusion this should be through a meeting with the parents)
- Under Actioned By select the name of the class teacher
- Under Date of Action select the date on which the child is to be placed in internal exclusion
- Click OK and Save

APPENDIX B

Information for children

BULLYING – DON'T SUFFER IN SILENCE

When you are being bullied

- *be firm and clear – look them in the eye and tell them to stop*
- *get away from the situation as quickly as possible*
- *tell an adult what has happened straight away*

If you have been bullied

- *tell a teacher or another adult in school*
- *tell your family*
- *if you are scared to tell a teacher or an adult on your own, ask a friend to go with you*
- *keep on speaking up until someone listens*
- *don't blame yourself for what has happened*

When you are talking about bullying with an adult

Be clear about:

- *what has happened to you*
- *how often it has happened*
- *who was involved*
- *who saw what was happening*
- *where it happened*
- *what you have done about it already*