



# Bawnmore Community Infant School

## Policy for Positive Relationships & Behaviour Regulation

Including Written Statement of Behaviour Principles, Anti Bullying, Golden Rules, Zones of Regulation, Rewards & Consequences, Sanctions (including exclusion) and Use of Reasonable Force/Restraint

Date	Review Date	Responsible governor
08.01.2024	Autumn 2025	Lucy Newton

<b>Executive Headteacher</b>	Mr Ed Newton	<b>Date:</b>	08.01.2024
<b>Head of School</b>	Mrs Pam Davey	<b>Date:</b>	08.01.2024
<b>Staff lead</b>	Mrs Pam Davey	<b>Date:</b>	08.01.2024

### Table of review and modifications

Date reviewed	Pages	Summary of Change	Reviewed by
29.8.19		Policy Creation	P.Davey/ D.Wade
20.09.21	2-3, 10-14, 27	Amended Covid Appendix 3, incorporated anti-bullying policy, added statement of behaviour principles	P.Davey
20.09.22	1, 6, 9, 10, 28	Amended named staff and governors, changed “Smaller certificates used by teachers” to “Smaller certificates used by all staff”, changed date of team teach training, Positive <i>Handling</i> Plan changed to Positive <i>Intervention</i> Plan, removed Covid Appendix 3	P.Davey
21.9.23	1, 9	Amended named staff and governors, amended “Headteacher” to “Head of School” and “Deputy Headteacher” to “Assistant Headteacher” throughout, changed date of team teach training,	P.Davey
30.11.23	1	“Our Aims and Values” changed to “Our Vision, Values and Mission”	P.Davey
	3,	Alterations to “aims and values” in line with changes made to Federation Vision and Values statements and school Mission statement. Changes highlighted in yellow.	
	6	List of school rewards changed.	
	7-8	Changes to list of sanctions. Changes highlighted in yellow.	
	8	Change of term “Fixed term exclusion” to “Suspension”	
	9	Phrase “if appropriate” added	
8.1.24	1, 5,6	Term “Golden Rules” changed to “School Mission”	P.Davey
	6	List of “Golden Rules” changed to “School Mission”. Changes highlighted in yellow.	



## Policy for Positive Relationships and Behaviour Regulation

### Contents

Page 2-3	Written Statement of Behaviour Principles
Page 3	What do we mean by ‘Good Behaviour’?
Page 3-4	Our Vision, Values and Mission
Page 4	Policy Aims
Page 4-5	Responsibilities
Page 5	Our Mission (School Rules)
Page 5	Promoting Positive Behaviour
Page 5	Our School Rewards
Page 6	Zones of Regulation
Page 6-7	Restorative Practice
Page 7-8	Consequences/Sanctions/Exclusion
Page 9-10	Policy Procedures: Use of Reasonable Force/Restraint
Page 11-14	Anti-Bullying
Page 15	Policy Statement
Page 15	Practice and policy review process
Page 16	Appendix 1: Model Behaviour Contract
Page 17-26	Appendix 2: WSCB Guidance
Page 27	Appendix 3: Covid -19 Addendum



## Written Statement of Behaviour Principles

### Rationale and purpose

1. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Positive Behaviour Policy.
2. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance Behaviour and Discipline in Schools, January 2016.
3. The purpose of this statement is to provide guidance for the Head of School in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
4. The school's Policy for Positive Relationships and Behaviour Regulation is publicised to staff and families on the school website.

### Principles

1. The Governing Body of Bawnmore Community Infant School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values.
2. Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
3. Every pupil has the right to learn in a safe environment.
4. All pupils, staff and visitors are free from any form of discrimination.
5. Staff and volunteers set consistently high expectations of all pupils.
6. School will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all times.
7. School's behaviour principles and Policy for Positive Relationships and Behaviour Regulation is available to, and understood, by all pupils, staff and parents.



8. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, are set out in the Child Protection Policy and known to all staff.
9. Rewards and sanctions are used consistently by staff, in line with the Policy for Positive Relationships and Behaviour Regulation.
10. Reasonable force is only ever used as a last resort to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
11. The Positive Behaviour Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
12. Pupils are helped to take responsibility for their actions.
13. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
14. Teachers' powers to discipline include the power to discipline pupils even when they are not at school e.g. when on a school visit.
15. The school will work in partnership with families and external agencies to support pupils who are consistently struggling to make positive behaviour choices.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

### **What do we mean by 'Good Behaviour'?**

Good behaviour is not about being passive, quiet, following rules and doing what you are told. Good behaviour is about being able to manage your own conduct calmly and courteously, acting responsibly, trying your hardest to achieve in the given task and supporting others around you to do the same. It is about having confidence and good self-esteem. It's also about trusting those around you and thinking creatively and independently to find solutions.

Children learn this through modelled good practice and example. We therefore aim to provide children with a positive image of learning attitudes, harmonious relationships and common courtesy between all the adults and children who work within our school. It is our belief that behaviour is learnt and therefore can be changed or re-learned.

### **Our vision, values and mission**

Our vision, values and mission are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens. Our Federation Vision "Empowering children to make a positive impact on the world" is at the heart of all we do. This is clear in our school Mission Statement: "Being ready, Always respectful, Working together safely" (BAW) and is underpinned by the Federation's values, "Care, Honesty, Respect, Co-operation, Forgiveness and Resilience.". This creates a welcoming environment where everyone is valued and encouraged to make the right choices.



At Bawnmore we treat everyone with unconditional respect. We believe in setting a good example and having high expectations so that everyone can fulfil their potential. These high expectations of social behaviours and attitudes to learning apply to all our children and staff when they are in school, on educational visits or visiting places on behalf of the school. All those who work in our school have a responsibility for modelling these positive behaviours. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Through our explicit behaviour regulation and relationship teaching, both children and adults are able to manage their behaviour, creating an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our attachment aware “Policy for Positive Relationships and Behaviour Regulation” is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Underpinning this policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”.

Through our school ethos we aim -

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

### **Policy Aims**

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

At Bawnmore we have clear systems and structures to support staff in knowing their students well. We have an approach to learning that builds security through recognising strengths in learning and celebrates success leading to good classroom relationships. Our systems and structures provide the scaffolding for good learning and for independence and character building. Our ethos builds relationships by recognising every child, building self-esteem and self-awareness.

### **Responsibilities**

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life”.

**It is the responsibility of the child to:**



- Treat everyone in school with unconditional respect
- Try to follow our school “Mission”
- Apply themselves to good learning to the best of their ability;
- Follow the good examples set by others in the school.

**It is the responsibility of the parents to:**

- Treat everyone in school with unconditional respect
- Support their child in following the school “Mission”
- Support the school in its aims and to reinforce the school “Mission”
- Support their child with learning at school and home
- Prepare their child adequately for school.

**It is the responsibility of the staff to:**

- Treat everyone with unconditional respect
- Encourage the children to follow the school “Mission”
- Apply these rules consistently by showing good and fair management of behaviour
- Set an example by their attitudes to modelling a positive learning climate, standard of dress, behaviour and manners;
- Support all colleagues and parents in management of pupils- demonstrating empathy and support for those pupils that need additional intervention to manage.

**Our School Mission (School Rules)**

- Ready
- Respectful
- Safe

*(Based on the work of Paul Dix, “When the adults change”)*

**Promoting Good Behaviour**

We believe that every member of our school community should have the equal opportunity to fulfil their potential in a safe and positive environment. To support this belief, we aim to provide pupils with the skills and mental agility to establish and maintain productive relationships, cope with conflict or upset and rebuild friendships if problems arise. Our approach to promoting good behaviour is based upon the understanding that positive actions are more effective than negative actions. Therefore, in our school we use the following methods of helping children to learn, recognise and adopt behaviour that is positive and rewarding.



## **Our School Rewards**

Children will be rewarded for effort, achievement and following our school “Mission” (school rules). These rewards may take the following forms:

- Pleasure in achieving personal satisfaction.
- Verbal praise
- Written praise
- Stickers
- Golden Time
- Achievement Leaves both individual and class on class trees and/ or Class Dojo
- KS1 Leaf Prizes
- School Values Book – 5 children per class (including 1 piece of Wonderful Work, 1 Certificate and 3 Values Stickers) to be entered each week for demonstrating our school values. Names read out in Values Assembly on Friday morning and children to receive a sticker to go home.
- Smaller certificates used by all staff (Praisepads)
- Positive conversations with parents including telephone calls and playground chats.

## **Zones of Regulation**

We use this framework to teach children self-regulation and self-control. It helps children to categorize the complex feelings and states they experience, improving their ability to recognise and communicate how they're feeling in a safe, non-judgmental way. We teach the children to use strategies or tools to help them move between zones.

There are four coloured zones categorising alertness and emotions. It is important that the children know that it's fine to experience all of these emotions while they're at school. There is no bad zone, but it is important for them to learn and use strategies to help them move to their Green Zone.

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone children generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.



If a child is not in the Green Zone, they are provided with strategies to help them regulate their bodies and get back to the green zone. These strategies are meant to take no more than 5-10 minutes, although for some children we recognise that it will take considerably longer than this. Strategies may include the use of a 'calm corner', quiet work-station, time out, taking some deep belly breaths, colouring activities, fiddle toys or a soft toy to cuddle.

### **Restorative Practice**

Effective Restorative Practices focus on an awareness of how people have been affected by conflict or an incident that has caused upset. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

If an incident should arise in school, those involved will be asked to take part in a 'Think and Repair' discussion (Ta R). This will follow the 'Super 7' questions -

- What happened?
- How were you feeling?
- What happened after?
- Who else was involved and what were their feelings?
- Who else was impacted on by the incident but not directly involved?
- What have you learned and what could you do differently?
- How can we repair the situation?

### **Consequences**

We believe that every action has a consequence. These are determined by the nature of the un-regulated behaviour displayed. Consequences could include -

- Pupil may be asked to take part in a "Think and Repair" (TaR)
- Pupil will be asked to repair the situation (with support if necessary)
- Pupil may be given unfinished work to be completed at home
- Pupil offered space to work alone in the classroom away from peers
- Pupil offered time to work with a TA outside the classroom
- Pupil offered time to work in another classroom
- Pupil may miss part of their playtime
- Pupil may be asked to talk with the SENDCo or Assistant Headteacher
- Pupil may be asked to talk with the Head of School
- Pupil may be asked to sign up to a behaviour contract **(See Appendix 1)**



Parents/carers will be asked to work with the school and their child to help with the regulation of their behaviours. Where a child is having significant problems regulating their behaviour, parents/carers will be invited to meet with the Head or Assistant Head to plan a way forward.

### **Sanctions**

The Head of School, in agreement with the Executive Headteacher, can impose the following further sanctions: -

- **Suspension (sometimes referred to as fixed-term or fixed-period exclusion)–**

in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy, and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head of School may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following suspension, the pupil and parents will meet with the Head of School to discuss the pupil's reintegration to school, and the best way forward to support the child.

- **Permanent exclusion (sometimes called expulsion) –**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The governors of Bawnmore Community Infant School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Exclusions will be carried out in accordance with LA policy, and Executive Headteacher and Governors directive, and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Prior to the exclusion of a child these steps should be taken:

- Discussions with parents well before the stage of considering exclusion is reached, unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child, where appropriate, including reasons for action taken
- Discussion with outside agencies as appropriate e.g. Specialist Teaching Service, Educational Psychologist Service

We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs change and we will adapt our approach accordingly. We strongly believe that behaviour is a learnt response that can be changed. Distressed (or 'challenging') behaviour can be changed when pupils feel safe, which brings down their toxic stress levels. It can be changed through playful, empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing not threatening. We understand that behaviour does not change all at once and will stagger expectations and offer praise when progress is made.



## **Policy Procedures: Use of Reasonable Force/Restraint**

'The term 'reasonable force' covers the broad range of actions used by most teachers in some point in their career that involve a degree of physical contact with pupils. All school staff have a legal power to use reasonable force. The power applies to any member of staff at the school. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.' **Use of Reasonable Force – Advice for headteachers, staff and governing bodies – July 2013 DfE**

### **Please see Appendix 2 – WSCB Guidance**

The majority of classroom staff at Bawnmore Community Infant School have received Team Teach training in order to ensure that, in the unlikely event that a child's behaviour requires physical intervention to ensure the safety of everyone, this is done in a consistently safe manner. **Staff last received Team Teach training in November 2022.**

The following procedure should be followed in conjunction with Team Teach training resources. Central to this procedure is the understanding that any Physical Intervention used by staff must be in accordance with the idea of 'Reasonable Force' and used only as a last resort to maintain safety, once all other strategies have been exhausted.

### **Prevention and De-Escalation**

- Use verbal/visual communication to calm the situation
- Try to stay calm
- Talk calmly but firmly
- Give the child a choice or a way out
- Avoid an audience if possible
- Separate the 'behaviour' from the child
- Only give ultimatums that are reasonable and can be kept
- Consider using humour
- Avoid dealing with situations alone – get help
- Seek eye contact (if appropriate)
- Move the child from the situation
- Move the rest of the class
- Avoid escalating arguments
- Consider finding a diversion
- Consider 'time out' strategies
- Don't take it personally



- Don't show fear, lose control, or show hostility
- Avoid severe verbal criticism, sarcasm or belittlement
- Be prepared to try different methods
- Let the child know you are listening
- Repeat the child's comments
- Allow the child to calm down by themselves
- Describe the child's feelings to them, "I can see that you are..."
- Defuse the situation and avoid the use of restraint if possible.

### **Acceptable methods of physical restraint**

- Holding or guiding the child may be done by taking the child by the hand or placing a hand in the centre of a child's back to steer them in the preferred direction.
- In more extreme circumstances the use of more restrictive holds may be necessary. This will never be in isolation, but a strategy available to staff that should always be seen as a last resort when all strategies have failed.
- Physical intervention restrictive holds should only be used by staff who are trained in Team Teach, unless the safety of an individual, or others would be at significant risk should restraint not be used. This should always be for the minimum amount of time possible, which may involve moving the child safely to the school's Quiet Room where they should not require physical intervention to ensure their safety.
- The degree of restraint should be directly proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent e.g. a child running onto a road, hurting another person, throwing furniture etc.
- Restraints where two people are used will be deemed as a more restrictive hold. As the amount of people increases so does the risk. Staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.
- A Positive Intervention Plan will be put in place for children whose behaviour may lead to the more routine use of physical intervention to ensure their safety and the safety of others. This plan will be shared with parents/carers. The plan will include a hierarchy of strategies that should be used with the child in order to recognise escalating behaviour, and actions that should be taken to avoid the use of physical restraint.

### **Reporting and Monitoring**

All incidents of physical intervention need to be recorded in the Physical Intervention Log Book, which is kept in the Head of School's office. As much detail as possible should be included when recording the circumstances that led up to the use of physical intervention, as well as the type of intervention used and the members of staff involved.



## Anti-Bullying

At Bawnmore Community Infant School 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 someone 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 a member of staff.

All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is and staff should know what the school policy is on bullying, and follow it if bullying is reported. All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

As a school, we take steps to teach pupils what bullying is, the effects of bullying, how to stop it and how to treat each other with kindness and respect.

### What is bullying?

The definition of a bully is: 'a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.' Bullying is when a person, or group of people, chooses to deliberately threaten, hurt or frighten another person over and over again, for lots of days or weeks, without any reason. 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.

### Who is involved in bullying?

Many people can be involved in and affected by bullying including:

- the victim/s – the person or people being bullied
- the perpetrator/s – the person or people displaying the bullying behaviour
- bystanders – people who see bullying behaviour going on
- parents/carers of victims and perpetrators
- school staff
- friends, siblings and other family of the victims and perpetrators



### **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Signs and Symptoms of bullying**

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 (does not go to school on purpose)
- 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 unexplained cuts or bruises
- comes home starving (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 and jumpy when an online message is received

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

### **Whole-school proactive strategies to prevent bullying**

- Taking part in annual Protective Behaviours training to build resilience e.g. Taking Care, Online Safety
- Positive Behaviour Policy and Zones of Regulation
- Values based education
- PSHE curriculum e.g. Jigsaw, Circle Time
- Adult supervision during play / lunchtimes and use of Play Leaders
- Assemblies to raise awareness of what is and what is not bullying
- Writing a set of class rules
- Building positive relationships with families
- Working with outside agencies



### **Procedures when dealing with bullying**

1. All members of our school community (children and adults) have a duty to report bullying incidents to staff.
2. Incidents of bullying are recorded by staff.
3. The Head of School or Assistant Headteacher will be informed and speak to all of the pupils concerned – restorative justice approaches will be used.
4. The bullying behaviour or threats of bullying will be thoroughly investigated and action taken so that any bullying stops quickly.
5. The parents/carers (of victim and perpetrator) will be informed and will be asked to come to a meeting to discuss the incident unless it is possible to carry out satisfactory discussions and resolve any issues, by phone
6. Support will be put in place to help the bully (bullies) change their behaviour.
7. If safeguarding concerns are raised, the appropriate procedures will be followed.

### **Consequences for bullying**

1. The bully (bullies) may be asked to genuinely apologise.
2. Other consequences may take place e.g. internal exclusion to another class, missing playtimes.
3. If possible, the pupils will be reconciled, with support strategies put in place.
4. Exclusion will be considered if deemed appropriate.
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **How the school supports pupils who have been bullied, and those vulnerable to bullying**

#### **Short term responses:**

- Talk about all forms of bullying making it clear it is unacceptable
- Provide reassurance to the victim that action is being taken to stop it
- Increase supervision by adults
- Give constructive tasks to the bully
- Use empathetic peers to support a victim (buddy system)
- Invite victim to name a trusted adult in school they prefer to talk to
- Referral to outside agencies where appropriate for additional support
- Invite the co-operation of parents/carers to:
  - talk about acceptable behaviours with their children
  - make sure their child knows who to ask for help
  - help their child to relax and take time out
  - teach their child how to stay safe online
- Make use of the restorative approach

#### **Longer term responses:**

- Increase adult participation in play situations
- Build up self– confidence & resilience of pupil
- Appropriate interventions
- Managing the language used by pupils in class or school
- Make use of the School Council to carry out school-based studies



### **The role of governors**

The governing body supports the Head of School in all attempts to eliminate bullying from our school. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy.

### **The role of the Head of School**

It is the responsibility of the Head of School to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Head of School ensures that all staff, including lunchtime staff, receive sufficient information to be equipped to identify and deal with all incidents of bullying.

The Head of School sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the teacher and support staff**

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

### **The role of parents/carers**

Parents are expected to:

- Support their child in adhering to the schools' expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are encouraged to understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.



### **Support organisations:**

Advisory Centre for Education (ACE) 020 8888 3377

Anti-bullying Alliance – email - [aba@ncb.org.uk](mailto:aba@ncb.org.uk) or visit [www.anti-bullyingalliance.co.uk](http://www.anti-bullyingalliance.co.uk)

KIDSCAPE Parents Helpline (Mon-Wed 9.30 a.m. - 2.30 p.m) 020 7823 5430

Family Lives 0808 800 2222

NSPCC & O2 – online safety helpline 0808 8005002

Bullying UK [www.bullying.co.uk](http://www.bullying.co.uk)

Thinkuknow – online safety [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Childline 0800 1111

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

### **Policy Statement**

This policy was based on guidance provided by Warwickshire Educational Psychology team, Warwickshire Virtual School for children who are looked after and Warwickshire Safeguarding Team. It has included input from: members of staff, representatives from the governing body, parents and carers and pupils.

### **The school will:**

- Manage whole school behaviour in accordance with guidance from the Department for Education (DfE) for Behaviour and Discipline in Schools (Feb 2014); Use of Reasonable Force (July 2013); Team Teach Workbook v. 2015 and any subsequent Act/s and/or national/regional guidance;
- Create a safe space to promote optimum learning and support pupils to manage their emotions effectively;
- Prepare pupils for transitions within school to create a sense of security and safety;
- Promote expectations, self-regulation and respect in order to support effective learning in a culture of acceptance and tolerance;
- Promote anti-bullying and operate a zero-tolerance approach towards any incidents of bullying;
- Work in partnership with children, parents, external agencies and professionals;
- Reward positive behaviours and sanction incidents of negative behaviours using a consistent, whole school approach;
- Provide additional support for children who consistently struggle to follow the school's behaviour expectations, in partnership with parents and professionals, where appropriate;
- If appropriate, use reasonable force to ensure everyone's safety at all times; Provide and uphold school rules for expected behaviour and share these with pupils and parents/carers;
- Seek parental acceptance of school behaviour management strategies via the home/school agreement, signed by parents prior to their child's admission to the school;
- Ensure that staff training is up-to-date, appropriate and relevant.



All staff are expected to model, teach and promote behaviour regulation in order to establish a positive school climate.

**Practice and policy review process**

This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually.



# Appendix 1

# Bawnmore Community Infant School - MODEL BEHAVIOUR CONTRACT

NAME: \_\_\_\_\_ WEEK BEGINNING \_\_\_\_\_

\*I will keep my hands and feet to myself \*I will complete my work each lesson to a good standard \* I will put my hand up to answer questions

	SESSION 1	SESSION 2	LUNCHTIME	SESSION 3	SESSION 4
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

Signed .....(Parent) .....(Teacher) ..... (Child).....



## Appendix 2

Appendix 22 of the WSCB inter-agency safeguarding procedures

# Guidance on the Use of Force and Physical Intervention

## A. Value statement

It is Warwickshire's vision that every child and young person, including those who are vulnerable and disadvantaged, should have the greatest possible opportunity to be the best they can be. That includes being safe from harm.

The safety and well-being of children is paramount. Plans and interventions should be based on a clear assessment of the child's developmental progress and the difficulties the child may be experiencing.

The purpose of all interventions should be to achieve the best possible outcomes for each child, recognising that each child is unique.

Children must be listened to and every effort made to understand their wishes and feelings. Professionals and volunteers should do everything possible to develop co-operative working relationships with children and their parents or caregivers.

Action and services should be provided according to the identified needs of the child and the impact of service provision and interventions on the child's developmental progress should be reviewed.

Practice with children must be based on sound professional judgement underpinned by a rigorous evidence base and the practitioner's knowledge and experience. New information should be taken into account.

All staff and volunteers that work with children and young people have a Duty of Care to keep children, young people, colleagues and themselves safe. All staff and volunteers should therefore take note of this guidance.

## B. Introduction

This guidance reviews and updates the WSCB Policy and Guidance Statement dated February 2009.

It is produced by Warwickshire County Council and endorsed by Warwickshire Safeguarding Children Board.

In order to keep children, young people, families, staff and services safe, there may be occasional circumstances in which children's behaviour is so challenging that there is no alternative other than to use force



However, the use of force in managing challenging behaviour should only be used when **necessary**, should be **reasonable and proportionate**, and should always be in the **best interests of children and young people**.

Behaviour is always about communication. Seeking to understand what any behaviour is about is the first step in choosing an effective response.

Professionals working with children and young people should seek to utilise a full range of strategies for positive and proactive responses to behaviour in order to promote and teach appropriate and socially acceptable ways of communicating.

Professionals should utilise strategies to diffuse and de-escalate challenging situations as a matter of course before any physical intervention takes place.

### **C. The Purpose of this document**

- To provide a set of unifying principles governing the use of force, physical intervention and restraint by all staff in partner agencies who come into contact with children and young people who exhibit challenging behaviour, aggression or violence that could jeopardise their own or another's safety.
- It is intended that the principles identified in this guidance should be visible in policies and procedures drafted by agencies (including maintained and non-maintained schools, alternative providers of education, FE colleges working with children under 18 years of age, all Early Years providers, foster care agencies, statutory and non-statutory youth settings, sport and recreation providers and all other settings working with children and young people) in respect of force, physical intervention and restraint. They apply in situations where children are placed by another Local Authority in a Warwickshire school or setting.
- Professionals responsible for placing children outside Warwickshire in any of the following circumstances should ensure that the placement provider's policy and procedure in respect of the use of force and physical intervention are compliant with the principles in this guidance and that the principles are reflected in commissioning arrangements, contracts, placement agreements and care plans:
  - Out of county foster placements.
  - Residential schools
  - Specialist day schools.
  - Residential children's homes.
  - Long-term hospital placements.
  - Registered adolescent mental health units.
  - In the care of parents in residential family assessment facilities.
  - Secure accommodation

Professionals responsible for the welfare and supervision of young people serving a custodial sentence or sectioned under the Mental Health Act should also ensure that the principles are applied in those circumstances.



- These principles should be seen as providing the “benchmark” against which the agency or institution concerned - and WSCB - should appraise policies and guidance provided to staff and the practice demonstrated in the setting.
- A policy designed to support behaviour should be reviewed annually and be shared with all employees and volunteers of the service it applies to (with evidence that they have read and understood it) and other stakeholders including parents/carers, children and young people and governing bodies/management committees/boards of trustees. It should be included in any written agreement where it applies (e.g. home/school agreements). It should include the setting’s policy on the use of force.

## D. Principles

1. Compliance with the Law
2. Prevention, Risk Analysis and Management Strategy
3. Disability and Special Needs
4. “De-escalation”
5. Appropriate Use of Force
6. Post Incident Management
7. Complaints and Allegations
8. Staff Training
9. Physical Contact in Other Circumstances
10. Overview and Monitoring

### 1. Compliance with the law

- All employees and volunteers working in schools/settings and all agencies that provide services for children and young people are required to work within the law and in accordance with statutory guidance.
- Relevant legislation and guidance is listed at Appendix 1.
- Assessments of what is reasonable and when it is reasonable to use force are matters of judgment and depend upon the precise circumstances of individual cases. There is no legal definition. This underlines the need for policies and procedures that are developed by partner agencies and scrutinised by their legal advisors before being put into operation; and for staff training to incorporate awareness of the following legal dimensions:
  - To be judged lawful, the force used would need to be proportionate to the consequences it is intended to prevent;
  - The degree of force used should be the minimum required to achieve the desired result;
  - Key legal words to be noted are **reasonable, proportionate** and **necessary**. Any action taken should always be **in the best interests of the child/client**.



- The Duty of Care that applies to all those working with children means that “doing nothing” may be construed as “negligence” in terms of this duty.
- Establishments should therefore not have a ‘no touch’ policy.

## **2. Prevention/Risk Analysis and Management Strategy**

- Prevention of injury, violence or aggression should be the primary aim thus avoiding the need to use any force wherever possible.
- The majority of incidents of violence and aggression are triggered (usually unwittingly) by the behaviour of others.
- Stressing to staff the importance of recognition and awareness of behaviours or circumstances which can trigger or indicate a heightened risk of challenging behaviour, violence and aggression should be a key component of an agency’s policies and procedures.
- These aspects should be addressed in staff training, with the aim of enabling staff and carers to recognise that challenging behaviours are often foreseeable and developing skills associated with positive behaviour management and managing conflict.
- Risk assessments, risk management plans and/or individual behaviour plans should be set in place in circumstances where a heightened risk of challenging behaviour, violence and aggression has been identified in respect of a particular child or young person.

## **3. Disability and Special Needs**

- In cases involving children who have special needs, a risk assessment should be undertaken as a matter of course to address the specific issues involving the child and any foreseeable issues that may arise and are likely to warrant the use of force to restrain them.
- This would include risk assessments and behaviour management plans. An example where this may be necessary is where a child whose Special Education Needs (SEN) and/or disability (whether a physical or learning disability) are associated with extreme behaviour.
- An individual risk assessment and management plan will be essential for children and young people whose SEN and/or disabilities are associated with:
  - Communication impairments that make them less responsive to verbal communication;
  - Physical disabilities and/or sensory impairments;
  - Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy; or



- Dependence on equipment such as wheelchairs, breathing or feeding tubes.
- Social, emotional and mental health needs
- Those involved in the care and management of these children should ensure they are as well informed as possible about the child's behavioural characteristics or patterns stemming from their special needs or disability; and make use of the knowledge and insight that the child, their parents and other professionals involved with the child and family can provide.
- Any risk assessments should take into account the skills and abilities required of staff in dealing with the child and address any training required. This is relevant in terms of ensuring that suitably qualified and trained staff are available to deal with the child and ensure that the staff member is prepared to deal with the situation; thus meeting the school/setting/agency's Duty of Care in respect of both the child and the employee.
- A risk assessment should be accompanied by a risk reduction plan and those should be shared with all involved in supporting the child/young person concerned including parents/carers.

#### 4. De-escalation

- Schools/settings/agencies' policies, procedures and plans should underline the importance of **employing de-escalation strategies in the first instance** whenever there is a threat of violence or aggression towards an individual or property.
- Communicating calmly with children, using non-threatening verbal and body language and helping them to see a way out of a situation are examples of this approach.
- Helping children to recognise their own 'triggers' and 'early warning signs' will be important components of a de-escalation strategy developed in respect of a particular child.

#### 5. Appropriate Use of Force

- Having **emphasised the importance of attempting to de-escalate situations**, policies and procedures should provide staff with clear guidance on the types of force and techniques that may be used to intervene physically or restrain children and young people.

#### Definitions

- Restrictive Physical Intervention - the use of force to control a person's behaviour. It involves the use of force to:
  - ✓ restrict movement



- ✓ restrict mobility
- ✓ disengage from dangerous or harmful physical contact
  
- Low Arousal Area - a modified area identified within a school or setting that offers a low sensory working environment (please refer to separate guidance '*The use of Low Arousal Areas in Warwickshire Schools*').  
**N.B. Low Arousal Areas should never be used as a restrictive physical intervention.**
  
- Quiet Room - a room within a school or setting that offers a pupil an opportunity to calm during the school day (please refer to separate guidance '*The use of Quiet Rooms in Warwickshire Schools*').
  
- Time Out – the restriction of positive reinforcement as part of a planned behavioural programme. Its use must be subject of an agreed written plan.
- Seclusion – a situation in which an individual is forced to spend time alone against her or his will. **N.B. the use of seclusion requires statutory powers other than in an emergency.**
  
- Withdrawal – is where an individual is removed from a situation but observed and supported until they are ready to resume normal/routine activities.
  
- In all settings, the decision to intervene using physical restraint should be a professional judgment taken calmly and in full knowledge of the desired outcome. **Consideration of the risks of employing an intervention will be balanced against the risks of not doing so. Though ideally a last resort it should not be an act of desperation but a conscious decision to act in the best interests of the child in question and other children who may be affected.**
  
- In extreme circumstances, where there is a high and immediate risk of death or serious injury such as a child running off a pavement onto a busy road or a young person threatening to hit someone with a dangerous object, a member of staff would be justified in taking any necessary action to prevent harm to the child, other children or staff. However, even in those more extreme circumstances, the principle of minimum force to achieve the desired result should be applied.
  
- Every effort should be made by staff to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances, e.g. preventing a child from running off a pavement onto a busy road, it may not always be possible to avoid injuring a child. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.



## 6. Post Incident Management and Notifications

- The first consideration needs to be whether medical attention is required for the child or anyone else involved.
- Policies and procedures should then specify the requirements for recording and reporting incidents. Schools, for example, have been strongly advised in government guidance to keep full and systematic records of every significant incident in which force has been used. The purpose of recording is to ensure that policy guidelines are followed; to inform parents; to inform future planning as part of school improvement processes; to prevent misunderstanding or misinterpretation of the incident, and to provide a record for any future enquiry.
- Where an incident is deemed to be recordable, then parents/carers should be informed as soon as possible after the incident, and details confirmed in writing later.
- Where a recordable incident concerns a looked after child, the placing Local Authority must also be notified in writing as soon as possible after the incident.
- In schools and other settings this recording will be essential in helping to initiate or update the risk assessment concerning the child and to determine whether changes need to be made to their individual plan.
- There will be a need for post incident debriefing for staff and an incident review led by designated staff within set timescales. **Time and space will also be needed to talk through the incident with the child or young person to hear their perception and understanding of the incident, to link experiences, thoughts, feelings, behaviour and to decide upon next steps; and to identify any post incident support which may be necessary.**
- Policies should recognise that any restraint is a restriction of liberty and an invasion of personal space which may have a lasting impact on the well-being of the child or young person. Consideration needs to be given as to who is best placed to undertake this work. There may be a need to involve services provided by other WSCB partners or other independent/external agencies.
- Support for other service users witnessing or otherwise involved in the incident will need to be considered. This may involve giving the child who has been restrained the opportunity to recognise and help repair the damage or harm that has resulted from their behaviour, and enable them to develop their emotional and social skills.
- Schools and settings should also follow their own employer's procedure for reporting and recording accidents and incidents. This includes meeting statutory reporting requirements for relevant incidents that fall under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)'.



## 7. Complaints and Allegations

- Children, young people and parents have the right to complain about actions taken by staff. This might include the use of force. Schools, settings and agencies need to ensure that their complaints procedures are able to deal with such allegations and that their policies on physical intervention and restraint signpost this route.
- Schools, settings and agencies should ensure that they have a robust and up to date Whistle Blowing policy that is available and familiar to staff, service users and parents/carers.
- Any complaints or allegations should be dealt with in line with the school/setting/agency's complaints procedure.
- Allegations of a safeguarding nature against any individual who works or volunteers with children should be referred to the Local Authority Designated Officer (LADO) within one working day, as required by Working Together to Safeguard Children and Young People 2013.

## 8. Staff Training

- Policies and procedures must include a commitment by the school, setting or agency to ensure that **staff identified as requiring training are appropriately trained and regularly updated not only in the safe and effective use of the type of force sanctioned by the school/setting/agency but also in all other aspects of behavior management, physical intervention and restraint to include positive reinforcement of appropriate behavior, prevention, de-escalation and post-incident management.**
- It should be noted that the DfE and the DoH charge BILD (British Institute of Learning Difficulties) with the task of accrediting all training for physical intervention. It is therefore a pre-requisite of any training approach that it is accredited by BILD. Schools/settings and agencies seeking training need to be aware that BILD is a resource for finding accredited programmes.
- **Warwickshire County Council supports the TeamTeach approach (accredited by BILD) in providing training for schools and other settings.**
  - Information about TeamTeach is available via [www.team-teach.co.uk](http://www.team-teach.co.uk).
  - A team of accredited TeamTeach tutors - including a strategic lead and a co-ordinator - is available to provide training for schools, settings and agencies across Warwickshire. The team also maintains a record of schools, settings and members of staff that have attended training and provides summary evaluations and consultation in respect of particularly challenging situations.
- Any training approach to physical intervention must be clear about the dangers of positional asphyxia, which can result in the compromise of an individual's breathing.



## **9. Physical Contact in Other Circumstances**

- Policies and procedures need to reflect that there may be some children and young people for whom touching of any description is particularly unwelcome.
- Some children may be particularly sensitive to physical contact because of their cultural background or because they have been abused.
- Experiences of abuse may be an important factor behind their demonstration of challenging, violent and aggressive behaviour.
- It is important that staff that may come into contact with those children or groups of children have the relevant information about them in order to respond to their needs as sensitively as possible. In addition, the school, setting or agency will need to develop a clear and consistent practice towards those children that is understood and implemented by all members of staff.
- Staff should take particular care when undertaking physical contact with children and young people of the opposite gender.
- Physical contact with children and young people becomes increasingly open to question as they go through adolescence.
- Staff should be encouraged to bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

## **10. Overview and Monitoring**

- Schools, settings and agencies need to have processes in place for monitoring incidents of violence and aggression, the use of restraint, and commissioning reviews and investigations where appropriate. It should be possible to demonstrate the action that has been taken to reduce the frequency and severity of incidents.
- In schools, senior leadership teams should report to boards of governors, which have a responsibility to monitor policy and practice.

## **E. Understanding behaviour**

- Behavioural interventions which seek only to control behaviour, rather than understand its meaning, are likely to prevent individuals from making the most of their potential.
- Challenging behaviour is often the result of a breakdown in communication.
- Staff teams involved in supporting individuals should aim to understand what function the behaviour serves and to teach the individual a more socially acceptable means of expressing their need for support.



## References

- 'Use of Reasonable Force' - advice for head teachers, staff and governing bodies (DfE July 2013)
- 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties' (DfE September 2003)
- Code of Practice for the use and reduction of restrictive physical interventions, third edition (BILD 2010)
- Education and Inspection Act 2006 (section 93) - sets out teachers' statutory powers of discipline and restraint and gives all members of school staff a legal power to use reasonable force and do not need specific authorisation to do so
- Education Act 1996 (Appendix 1) - sets out a general power enabling head teachers to authorise staff to use such force as is reasonable given the circumstances to conduct a search for prohibited items
- Letter to Chief Education Officers dated 24/4/01 - describes procedures and systems for recording incidents
- 'Behaviour and Discipline in Schools' - sets out the use of reasonable force, behaviour and discipline in schools. Provides power to use reasonable force to prevent pupils committing an offence, injury to themselves or others, damaging property and maintaining good order and discipline in the classroom; and when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm (DfE February 2014).
- Health and Safety at Work Act 1974 – sets out responsibilities of employers to take reasonable steps to ensure the health, safety and welfare of employees and others such as children and young people, who are affected by their undertakings/activities.

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