

Lime Wood Primary School



Behaviour and Relationships Policy, incorporating Restrictive Physical Intervention Policy

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Woodland Academy Trust is committed to inclusion, diversity and promoting equal opportunity for all. All schools within the Trust share this commitment, providing an inclusive environment.

This objective applies to all policies and procedures and the Trust will at all times adhere to the requirements of the Equalities Act 2010 and any other associated guidance.

Contents

Introduction	3
1. Aims.....	4
2. Legislation and statutory requirements.....	4
3. Objectives	5
4. Philosophy	5
5. Roles and responsibilities	6
6. Pupil code of conduct.....	7
7. The way we recognise children at our school.....	7
8. A Nurturing Push – Consequences.....	8
9. Serious Breaches.....	9
10. Approaches to behaviour management.....	12
11. Bullying	12
12. Risk assessments show a graduated approach to managing challenging behaviour.	12
13. Reactive Interventions.....	13
14. School Suspensions & Exclusions.....	14
15. The Restrictive Physical Management of pupils	14
16. Off-site behaviour	16
17. Complaints	16
18. Malicious allegations.....	16
19. Confiscation.....	16
Evaluation.....	17

Introduction

This policy incorporates the Royal College of Nursing Guidance (2014): Positive and Proactive Care; and the DFE policy 'Use of Reasonable Force' (July 2013). It supports the school statement of intent that we ensure each child achieves their potential and feels happy and safe in school, with differences celebrated. The policy is supported by the aims and methodology of approaches described as 'Team Teach' and 'Approach Training'.

Rationale

The school acknowledges that our pupils may from time to time exhibit challenging behaviours that vary both in intensity and duration. Challenging behaviour is defined as *'Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of common facilities'* (Emerson, 1987)

In developing appropriate behaviour in our pupils, the school promotes the use of a range of techniques. It also acknowledges that some pupils' behaviour may be so severe as to require the use of reasonable force, in exceptional circumstances, (see Section 550A of the Education Act 1996 and July 2002 Guidance on the Use of Restrictive Physical Interventions) to ensure both his/hers and others' physical wellbeing. It is crucial to the successful management of these behaviours that staff work closely with parents /carers, other interested parties and the pupils themselves to ensure a consistent approach to behaviour management is implemented which actively develops each pupil's own ability to take responsibility for and control of his/her own behaviour. It is also best read in conjunction with the school's policies related to Health and PSHE. It also follows principles and practices of Team-Teach and Approach Training and the Department for Education 'Use of Reasonable Force' guidance July 2013.

Team-Teach and Approach Training are a structured, non-violent, staff development programme that promotes techniques that are effective in the de-escalation and the management of anger and aggression, utilising therapeutic, educational, awareness and communication handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change, using restrictive physical interventions as a last resort.

1. Aims

At Lime Wood Primary School we strive to create a safe and happy culture where everybody feels valued, included and welcome. **Everyone** (staff, children, parents and visitors) in our school community is expected to always model the highest standards of behaviour, using an agreed consistent approach, which includes the language and actions identified within this policy. The whole school community are expected to follow three simple rules: *respect, listen, ready* and these are lived and breathed by everyone.

Meeting the needs of all

We recognise that each child is an individual and are in different stages of their behavioural development. Our commitment to a consistent approach will ensure that all children are supported. This includes allowing for reasonable adjustment to meet those needs.

Our four behaviour principles are:

Routines	Recognition	Kindness & Consistency	Relationships
Scripted conversations	Recognition boards	Restorative approaches	Daily Meet & Greets
Fantastic Walking	Positive postcards	Positive praise	Home Contact
Three Rules	Home Contact	Recognition for all	Non-confrontational
Transitions in class		Listening	
		Positive body language	

2. Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Online safety policy

3. Objectives

The objectives of the policy are to: -

- promote a shared understanding of what constitutes good practice in responding to behaviour.
- define and promote the highest possible standard of pupil behaviour.
- ensure staff use **consistent, scripted and restorative** approaches which encourage pupils to develop their ability to manage their own behaviour.
- ensure that reinforcement of appropriate behaviour supports learning.
- provide a clear overview of the school's approach to the physical management of pupils.
- encourage the involvement of both home and school on the implementation of the policy.
- promote self-esteem, self-discipline and positive relationships.
- encourage consistency of response to both positive and negative behaviour.
- ensure that every member of the school behaves with consideration and concern for others.
- promote the positive encouragement of individual pupils by all relevant parties.
- reassure young people and their families that the school is well informed regarding good practice with regard to the use of restrictive physical intervention.
- ensure that when, as a demonstrable last resort, such interventions are required, that they are used and recorded in a transparent, legally valid and ethically stringent manner.
- continuously assess and review all risks associated with the use of restrictive physical interventions.
- highlight the training needs of staff in the use of restrictive physical intervention.
- ensure that school has a clear protocol in place in an emergency where the police are called to support the handling of any crisis and are mindful that this should only be done as a last resort.

4. Philosophy

In seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the pupils in an atmosphere of mutual trust and respect. School is committed to supporting the young people to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing (Every Child Matters 2003).

The philosophy and ethos of the school reflects respect for all pupils irrespective of their age, sex, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect of all, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other pupils impinge upon this process, they need to be made aware that sanctions will be imposed. Within such an environment the school aims to ensure the growth of each pupil's self-respect and self-discipline.

It is crucial to the maintenance of this ethos that all the staff recognise the importance of their leadership role and present positive models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. Rather, they should set clear, appropriate and attainable goals for which pupils can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be assisted to show tolerance, empathy and understanding and to demonstrate, through their daily actions, a clear understanding of what is right and wrong.

In all of the above staff must look to parents/carers for support and daily dialogue, when required, to ensure consistent approaches and management methods are employed for the benefit of the pupils.

5. Roles and responsibilities

5.1 The local academy committee

The local academy committee is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with dysregulated behaviour and will monitor how staff implement this policy to ensure positive praise, rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Reinforcing the three school rules and agreed expectations
- Use restorative conversations to support children in defining and moving on from behaviour episodes
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs as defined in the classroom support plan

The senior leadership team will support staff in responding to behaviour incidents through the use of RESET (see classroom support plan).

Consistent Adult Behaviours

At Lime Wood Primary all adults are focused on displaying consistent behaviours:

- Listening, smiling
- Recognising emotions
- Calm, consistent, neutral

We do not shout	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.
We always refer to the behaviour and not the child	When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave.
One team being responsible for all	Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community.
Non-Confrontational Approach	We use a non-confrontational approach when speaking to the children and the rest of the school community. We strive to ensure that all conversations between adult and child are done privately.

5.4 Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Support the behaviour policy

6. Pupil code of conduct

Pupils are expected to show the three school rules in all aspects of school life: Respect, Listen, Ready:

Respect	Listen	Ready
Listen to others and expect to be listened to. Appropriate language and tone. Look after the building, displays and equipment. Demonstrate positive body language. Represent Lime Wood Primary at its best, both in and out of school.	Listen to expectations and instructions; clarify if unsure Show good listening; stop, put down equipment/pencils, sitting still and show adults/peers that you are looking at them	Listening to adults and peers Come to school every day and on time Demonstrate that you have understood and follow the instructions/expectations given

7. The way we recognise children at our school

We believe in giving recognition to children when they demonstrate the behaviours expected of them. The way that we recognise these positive behaviours are through quiet acknowledgement, non-verbal cues and positive praise as well as:

Recognition Board

Each classroom has its own recognition board which is used to record every time a child demonstrates excellence in behaviour.

Recognition Tokens

Tokens are awarded for recognising excellence in behaviours outside of the classroom; in the school corridors, lunch hall, forest school and the playground.

Recognition Time

To affirm the positive behaviours, the class teacher will facilitate recognition time where children will celebrate and reflect on the day.

Positive Postcards

Each member of staff can award a child a positive postcard which reinforces the positive praise and recognition for their behaviour(s).

Star of the Week

Class teachers recognise the children's efforts each week when they nominate a child to be recognised during celebration assembly. These children are also recognised in the schools' weekly newsletter.

Headteacher Awards

The Headship Team nominate a child for their efforts each week also, again with children being recognised during celebration assembly.

Sharing excellence

We recognise the achievements of children's learning through various displays across the school and in classrooms as well as sharing excellence through the school Facebook, Twitter pages and our school website.

Positive Phone calls

On occasion, staff members can call parents/carers to acknowledge the positive behaviour(s) displayed by children.

8. A Nurturing Push – Consequences

There will be occasions when staff need to take action on behaviour, which will involve appropriate follow-up. Children are made aware that some behaviours are not appropriate and will have consequences. Staff are well trained to work strategically to deescalate situations, facilitate repair in relationships and manage appropriate consequences. Communication is key, allowing students involved to have their say. When they are able to, they are encouraged to reflect on their contribution to the situation and develop empathy for others.

The Classroom Support Plan

The support plan is designed to follow through the steps in the order below. Every behaviour intervention whether positive or corrective is punctuated with the three school rules of Respect, Listen, Ready.

Reminder	Take up time	Completed between adult and child, where possible this is a discrete conversation.
Warning & A Minute	Take up time	The adult gives a warning to the child to remind them of behaviour expectation, to reinforce child should stop engaging in the behaviour. This is an immediate intervention and the child is allowed a minute take up time.
Last Chance & 2 Minutes	Extended of take up time	All adults can follow a scripted response to ensure that every child is given a consistent approach and know what to expect from an adult who is there to support them. *scripted/structured response
Reflect In Class	5 minutes (KS1) 10 minutes (KS2)	Child goes to 'reflection table' to reflect. This is for a maximum of 10 minutes in KS2 and 5 minutes in KS1. During this time, the child will participate in an activity which supports their self-regulation. Any learning time lost where a child is not learning, must be given back to make up for it (see imposition section).
Reflect In Partner Class	5 minutes (KS1) 10 minutes (KS2)	Where it is identified that a child needs to reset in an environment away from their class, they will spend time in a partner class reflecting and resetting to return to learning. This is for a maximum of 10 minutes in KS2 and 5 minutes in KS1 as in the step above, imposition will take place.
Reset	Referral to designated adults	If the behaviour warrants an intervention from an adult – this may result in removing the child from the classroom or for the child to be taken aside in the classroom for a private conversation. During RESET the structure is as follows: <ul style="list-style-type: none">• Repair• Restore• Ready to Learn

		The focus for conversation is around learning. The behaviour is not discussed at this step as this will be conducted by the adult in the next step.
Teacher Choice Restorative Catch Up	Quick catch up, restorative repair, catch up to missed learning, reflection time or natural consequence	If a child has been removed from a classroom, they are returned after no more than 20 minutes, to engage in a restorative conversation with the adult. It is the adults' responsibility to consider the sanction that is required. As identified above, if any learning time is missed, imposition is required to make up for loss of learning. We give the least amount of consequence that will be the most effective.

9. Serious Breaches

If a child engages in a serious breach, it will result in immediate 'RESET'. All behaviours that result in immediate 'RESET'.

What constitutes a serious breach?

- Comments or actions against any of the protected characteristics as defined in anti-discrimination law.
- Dangerous behaviours such as: physical assault on another child or an adult.
- Offensive verbal language/abuse towards another child or an adult.
- Bullying.

What happens in Reset? Repair, Restore, Ready to Learn

During reset, the following process is adhered to:

Repair – This is a self-regulating and quiet space that a child can access until they are ready to talk and access support to help regulate their emotions.

Restore – This is a space and time to talk, access support and reset for a child. We aim to ensure this conversation happens straight away.

Ready to Learn – We always expect children to make up work that they have missed and recognise this as a sanction. For some children, they may be ready to move back to class for their learning earlier than others; having had time to be calm and self-regulated. Focus must be on learning rather than on behaviour as the teacher will address this afterwards with the child.

How we support children who have been removed to RESET

The class teacher always follows up inappropriate behaviours by establishing a consequence with each individual child.

Catch Up

- Behaviour that has resulted in a child being referred to RESET may need no more consequences other than the imposition. However, adults ensure and acknowledge that is paramount that they catch up with the child before the next lesson or stage of learning in order to establish that the previous learning/lesson was not good for anybody in the classroom.

Restorative Conversation

- Adults follow the restorative five process; this could be conducted whilst engaging in an activity such as tidying a part of the classroom for example, rather than sitting face to face and potentially making the child (and adult) feel uncomfortable.

1. What happened? (Behaviour)	Listen carefully without interruption or disagreement to the child. This applies to both adult and child. Adults
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	give their account without judgement also. Possible script: "When I see..." / "When you..."
2. What were you thinking at the time? (Pupil Voice)	This reflection helps children to reconsider their actions and replay thought processes.
3. Who has been affected? (Impact)	This question may allow a change of attitude or shift in explanation...adults may need to help the child further by teasing more information out. Possible script: "I feel..." / "It leaves me feeling..."
4. What should we do to put things right? (Need)	Children may be unaware of how others have reacted to their behaviour. This question ensures that children have the opportunity to consider others and think about the impact of their behaviour on others. Possible script: "What I need is..." / "My need is for..."
5. How can we do things differently in the future? (Request)	Some forward thinking may be required. A child may meet similar situations again. Some pre-planning can help children to recognise when their behaviour pattern begins. Possible script: "Would you be prepared to...?" "Would you consider...?"

We recognise that the restorative five may be too much for our younger children; particularly in EYFS, so these questions have been reduced focusing on:

1. Who else has been affected?	Ensuring that the child has an awareness of how their behaviour has impacted on others.
2. What can we do to make things right?	Supporting the child to identify what changes they can make to ensure their behaviour does not affect others again.

Sanctions

At Lime Wood Primary School, we believe that ideally solutions can be found in relationships rather than consequences. However, we recognise that at times an agreed set of consequences are required. Therefore, when required, we use a variety of consequences that can be tailored to the individual needs of each child. These may include:

- Verbal, non-verbal and visual cue reminders
- Involvement from home, including meetings with parent
- Discussions with key adults
- Loss of free time
- Emotional coaching
- Reflection in a partner class - spending time out in another classroom
- SLT involvement
- Restorative conversations
- Time Out – both in class and on the playground dependent on time and location of incident

The below three must be agreed by the headteacher or in their absence, the deputy headteacher.

- Internal seclusion *serious breach
- Suspension *serious breach
- Exclusion *serious breach

*Suspension – In these cases, a child is not permitted to attend school for a fixed period of time. When a child returns after a fixed period of time, there should be a meeting with the family to plan how to support behaviour going forward, re-establish expectations and have restorative conversations.

*Exclusion – In these cases, a child is no longer permitted to attend Lime Wood Primary School.

Support

We support our children in a variety of ways, utilising the expertise of the Inclusion Team. This support may include:

- Verbal praise
- Open communication and collaborative working with parents/carers
- Support from SLT
- Circle Time/PSHE lessons
- External SEMH support
- School Nurse referrals
- PSPs (these are linked to our three rules)
- Referrals to specialist services e.g. CAMHs, CHEWs, EIT/EP, Social Care in conjunction with the SENDCo

Work: It is expected that any learning not completed due to a child not following instructions, will be completed in the child's undirected time. This time could be made up at break time or lunch time. The amount of time a child will be required to participate in imposition will be the amount of time they were not doing the learning at the time they were expected to. For example, if a child has spent 5 minutes at the reflection table, not completing work, they will be required to complete 5 minutes of learning imposition during their break or lunch time.

Additionally, work that has not been completed in the lesson can be sent home to be completed and signed by a parent/carer and then returned by the next day. We will set this work and send by paper or by adding to Showbie. Impositions are ideal for children who have not completed learning due to their poor behaviour.

Loss of free time: Children will spend time at break or lunchtime inside a classroom to think about what has happened. This is used to help children reflect on their behaviours and adjust them going forward. This time is given as soon after the event as possible. They are short, focused and designed not just to deter but to agree future behaviours and reinforce expectations.

Natural Consequence: This may be cleaning a mess that a child has made, repairing displays or reorganising the classroom/seating and making up with peers. We aim to find a consequence that repairs any damage rather than punishing the behaviour.

Repeated Reset: If a child needs to reset more than three times within a week, the teacher will take the following actions:

- Inform parent or carer and diarise a meeting to create coaching support plan.
- A support plan is where the class teacher coaches the child over a 2-week period with a focus on one or two key behaviours- this is a coaching intervention.
- Coaching takes place at the beginning of the school day, lunchtime then before the end of the day.
- This will move towards a joint reflection of behaviours with the child taking ownership of the intervention.
- The report is emailed to the parents at the end of each week- this may be more frequent dependant on the needs of the child.
- The school leadership team will provide support where required, and if no improvement has been made.

Further Action Planning

In some cases where pupils are repeatedly demonstrating inappropriate behaviours, it may be appropriate to use a behaviour support plan (BSP), de-escalation plan or ABC chart and put in risk assessments where needed.

10. Approaches to behaviour management

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The three school rules and generic behaviour system should reduce the possibility of major issues occurring. The use of an individual learning plan for some children should also help with this. The restrictive physical management of pupils should only be used in **extreme** situations – **a last resort** rather than a first response.

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. **Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.**

Behaviour improves best where there is a shared agreement between pupils, parents/carers, the local children's services and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development.

When a pupil is regularly displaying dysregulated behaviours which are inappropriate or challenging and which require strategies which are above and beyond those which are part of everyday classroom management and organisation, the pupil will need an Individual Learning Plan. It is expected that such behaviour will fall into one or more of the following categories:

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others.
- High frequency of unsafe behaviours.
- Refusal to work/disruptive behaviour, but not a danger to others or self.

11. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Details of our approach towards bullying are in our Anti-Bullying Policy.

12. Risk assessments show a graduated approach to managing challenging behaviour.

Risk Assessments contain information about **proactive strategies** which are those strategies used within class as part of the daily routine and organisation, such as:

- Talking to a pupil in a calm and controlled manner, using his name first and a brief instruction.
- 'First....then.' (using symbols).
- Having favoured choice activities available in class.
- If a pupil appears upset, talking calmly to him/her, repeating what is happening now and what he/she will be able to do next.
- Having a member of staff assigned to the pupil.
- Organisation of the classroom, e.g. distracting toys not accessible, positioning of pupils in class.

- Advance warning of change of activity, e.g. count down; use of timer / music.
- Staff modelling appropriate behaviour.
- Praise for appropriate behaviour.
- Use of pupil's strengths and interests.
- Any person who comes into contact with a pupil, e.g. supply staff, is informed of what can happen and what strategies are in place to de-escalate situations to may occur.

Active Strategies are those which are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for pupils to stop.
- Remind pupils about rules and likely outcomes.
- Set clear enforcement limits.
- Catch pupils being good and praise.
- Calmly and quietly repeat instructions.
- 'First....then....' (using symbols) – first do required activity, and then receive favoured activity as reward.
- Remove pupil away from trigger and remove trigger.
- Remove an audience or take vulnerable pupils to a safer place.
- Use safe defensive measures, guiding the pupil away is he is trying to make physical contact.
- Ensure that colleagues know what is happening and get help.

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

13. Reactive Interventions

Reactive Interventions are the strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.
- Guide assertively – hold or restrain if absolutely necessary.
- Change member of staff as needed.
- Planned ignoring.
- In a firm tone, repeat instructions.

- Inform pupils of consequences of his actions.
- Remove pupils to a safe area.
- Office choices.
- Allow pupil time and space to:-
 - Process information and respond.
 - Physically recover.
 - Talk about the incident.

The physical interventions that may be used with an individual pupil are listed within the Risk Assessments.

Risk Assessments are discussed with parents/carers and some strategies may require parental/carer support, e.g. pupil being told that his/her parents will be called to take him/ her home once his/her behaviour reaches an agreed level. Where a pupil's behaviour is considered to be unduly disruptive to others or causing distress to the pupil themselves, regular withdrawal or time out may be negotiated.

14. School Suspensions & Exclusions

The Headteacher will follow the DfE's set procedures in any instance of suspension. The local academy committee will be kept fully informed of any suspensions.

15. The Restrictive Physical Management of pupils

Good relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practised by staff. This ensures the wellbeing and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. This policy describes the acceptable physical interaction between staff and pupils on a daily basis.

Continuous professional development in the pro-active management of dysregulated behaviour is offered to all staff on a continuous basis. Our school will always work towards a reduction in the use of restrictive physical management, keeping up to date with the newest pedagogical research.

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, they should be mindful of their own safety and that of all the pupils for whom they are responsible.

Normally, only those members of staff who have been trained in the use of agreed techniques, i.e. 'Team Teach' or 'Approach Training' will carry out the restrictive physical management of pupils. The school ensures that it has access to qualified trainers and that regular training sessions are provided. In addition, any techniques used should be in line with information contained in the pupil's Individual Learning Plan. Also, the school endeavours to train identified staff to the appropriate level as soon as it reasonably can. Any member of staff who has not had the updated training is advised not to use restrictive physical intervention unsupported by a trained member of staff. However, there may be the necessity for any untrained member of staff to intervene on their own if there is a serious health and safety risk for the pupil him/herself, another young person or a member of staff involved.

Before using restrictive physical intervention, the following key points should be considered in relation to any given situation:

- It is essential that the use of restrictive physical intervention is not seen as an easy option. Every effort must be made to look for effective ways of working with pupils which do not involve using them. Pupils' Risk Assessments should set out clear strategies which should be followed.
- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so and if there is a risk of injury to the pupil.
- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so.
- In most cases, force will not be justified in order to obtain compliance because other strategies will work or the issue is not serious enough to demand it.
- In summary, any restrictive physical intervention needs to be reasonable, necessary and proportionate.

Whilst the use of restrictive physical intervention is generally deemed to be the last resort, there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous to themselves or others. In these circumstances, it could be reasonable to exercise a mild degree of restrictive physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies or the pupils concerned. Such a use of force may include staff physically preventing a young or an upset child from running out onto a busy road.

School, in line with the requirements, maintains a register of young people whose individual learning plans indicate that restrictive physical management may be used. This register is available for inspection by any regulatory body and can be scrutinised by governors at any time.

All incidents of restrictive physical intervention are recorded and monitored. The school keeps detailed, written reports of all incidents where any form of physical management is used. The LADO is responsible for investigating any safeguarding concerns relating to the use of restrictive physical intervention.

Staff Training/Authorisation of Staff

Continuous professional development in the pro-active management of dysregulated behaviour is offered to all staff on a continuous basis. School will always work towards a reduction in the use of restrictive physical management, keeping up to date with the newest pedagogical research.

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident, staff need to complete a record of the incident with the 'Bound Book' held securely and confidentially in the SLT area.

When both the pupil is calm, they can discuss the incident and future strategies, where appropriate. It may be decided that the pupil's risk assessment needs to be reviewed to cover additional behaviours or to include alternative strategies.

When a restrictive physical intervention has been used, it must be reported to the pupil's parents/carers. Where possible, parents/carers should be contacted by telephone as soon as possible after the incident.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of the Risk Assessment.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.
- Exclusions Procedure.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association / union.

16. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

17. Complaints

Any complaints about staff will be investigated through the school's complaints policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

18. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection & Safeguarding policy/Allegations of abuse against staff policies for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

19. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, vaping
- Fireworks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Evaluation

This policy shall be reviewed annually and revised in accordance with changing need and local/national initiatives.