



**Behaviour Policy**  
**September 2022 - 2023**

## **Safeguarding and promoting the welfare of children.**

Section 157 of the Education Act 2002 and the Education (Independent Centres Standards) (England) Regulations 2003 require proprietors of independent centres (including academies) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. The "Keeping Children Safe in Education," detailing statutory guidance, also places a duty on the school to promote the welfare of children. The definition of safeguarding children was revised in the document "Working Together to Safeguard Children 2018" to the following:

Protecting children from maltreatment.

Preventing impairment of children's health or development.

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Taking action to enable all children to have the best outcomes.

Safeguarding pupils is consequently more than contributing to the protection of individual pupils and the school is committed to the development of policy and practice that supports pupils and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

### **Lyng Primary strives to promote the welfare of our pupils by:**

1. Creating and maintaining a safe learning environment.
2. Identifying child welfare and well-being concerns and taking appropriate action.
3. Using the curriculum to enable our pupils to develop keep safe strategies.
4. Operating safe recruitment and selection procedures to prevent unsuitable people working with our pupils.

The school has several policies designed to meet these needs and are available on request. This policy applies mostly to points 1, 2, 3 and 4 above and reflects current legislation, accepted best practice and complies with government guidance: Working together to Safeguard Children and Keeping Children Safe in Education and the Equality Act 2010

'Good discipline is essential to ensure that all pupils can benefit from the opportunities provided by educators'

DFE 2012

## Behaviour Principles

This policy sets out the expectations of behaviour at Lyng Primary School. We are a caring community, where we aim to create an environment, which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Vision Statement of the school, which maintains a consistent approach to behaviour at all times, and by all members of the school. This policy also links to the school's

- Anti-bullying and cyberbullying policy.
- Mental Health policy
- Safeguarding policy
- Child Protection Policy
- E-safety Policy
- Equality and diversity policy

### Aims:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To promote good behaviour, self-discipline and respect.
- To prevent bullying.
- To ensure that pupils complete assigned work.
- To help pupils staff and parents have a sense of direction and feeling of common purpose.

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school's behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being (SEMH) of individuals is paramount. Relationships should be based on fairness, honesty, courtesy, consideration and respect.

During their time at Lyng Primary School, children should be encouraged to achieve the following goals:

- a) To develop self-control and self-discipline.
- b) To be accountable for their own behaviour.

- c) To reflect on the impact of their own actions and behaviour.
- d) To have respect for others rights, including the adults in school.
- e) To expect fair and honest treatment.
- f) To encourage a co-operative atmosphere at all times and throughout the school.

Signed: L. Howard (**Chair of Full Governing Board**)

Date: September 2022

**Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:**

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Playtime and lunchtime provision (structured playground games, lunchtime activities)
- Personalised programmes/ support from outside agencies (See SEMH policy 2019)

#### **Curriculum and Classroom Management**

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials. Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

#### **Staff Responsibilities**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and recovery steps clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each pupil is an individual
- To be aware of each pupil's needs.
- To offer a framework for social education (SEMH policy).

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

### **Behaviour Recovery Programme**

Our behaviour programme has three key aspects: rules, recognition and enforcement of the behaviour recovery programme.

Everyone in our school has the right to ...

- Learn
- Be respected
- Be safe
- Feel valued

In order to achieve the above, everyone is expected to follow the **whole school rules** (Appendix 1):

I will always

- be kind to everyone
- try my best
- respect everyone
- never discriminate others
- follow instructions carefully
- use kind words and actions

### **Recognition**

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances and each pupil will be treated as an individual and receive consequence in relation to their individual needs. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition i.e. dojo points, heaps of verbal praise
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition to parents at the end of the session/ day
- Showing work to another adult /class/DHT/Head teacher
- Good behaviour notes sent home to parents
- Certificates (presented in assembly)

- Social time
- Reward / activity with the DHT i.e. listening/reading to readers, afternoon tea/fruit
- Star of the Day award (culminating in whole class reward)
- Gold token – choice of book from the reading vending machine (WOW moment)

### **Early Years system and recognition**

- Follow a 'Cloud and Sunshine' behaviour system
- Visually displayed in the classroom together with the school rules and expectations
- Pupils move up through the clouds towards the sunshine for good/positive behaviour and move down the clouds when behaviour does not meet what is expected.
- As per whole school policy, all pupils receive a clear warning i.e. the look, proximity praise, before moving down the clouds.
- Should a pupil reach the storm cloud, they will be asked to carry out a 3 or 4-minute reflection time in class.
- If behaviour persists, the pupil will then be asked to carry out their reflection in the parallel year group.
- When pupils end the day on the sunshine, they are awarded a recognition certificate.
- This behaviour system is followed in Year 1 for the Autumn and Spring terms. The Summer Term will be a transition onto the whole school behaviour system ready for Year 2.

### **Dealing with unacceptable behaviour**

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates, to enforce the school's rules, and to ensure a safe and positive learning environment.

A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

In exceptional circumstances the pastoral team/Head Teacher may look at a range of alternative strategies when all other strategies have failed to have any effect (eg support from outside agencies like Inclusion Support; a request for an intervention place at an alternative education provider).

From January 2020, Lyng primary has adopted the behaviour recovery programme introduced by Inclusion Support from Sandwell Local Authority. Behaviour Recovery is a supportive and structured approach to provide alternatives for fixed term exclusions. This programme provides a highly structured, systematic and rigorous programme for establishing boundaries that lead to de-escalating cycles of unwanted behaviour and over a period of time it will allow children to manage their own behaviour.

## **Stages of Behaviour Recovery:**

(See Behaviour Recovery Flow Chart, Appendix 2)

### **1. REFLECTION ZONE (Within class)**

If a pupil's behaviour continues, the pupil will be asked to sit in the "reflective/parking zone" within the classroom. This will be away from the other children. The pupil will be given time to calm down and reflect on their behaviour.

If the pupil's behaviour still continues, then the teacher will move on to step 2 of the flow chart.

*However, it is expected that all teachers demonstrate good behaviour management skills (i.e. as per Teaching Standards). Therefore, teachers must take ownership for the behaviour of their pupils and exhaust all recovery steps before moving to the latter stages of the programme.*

*For example, if a bottom line behaviour has been broken the teacher should remind the pupil that this is unacceptable and as such, a consequence will follow unless the behaviour is speedily recovered. Teachers must seek to resolve the situation within their own class before moving on to stage 2.*

### **2. PARKING ZONE (Parked in another class or zone)**

Pupils will be parked in a designated classroom decided by the phase leader for up to 45 minutes.

*(If child refuses to go to parking zone in another part of the school, MAPA trained staff will support the child being moved – Physical Intervention/Use of reasonable force policy 2020, Appendix 3).*

They will be given time to calm down and reflect on their behaviour and will be asked to write down the school rule they have broken. Once this has been completed and the teacher who is with the child being parked feels that the pupil is ready to return to their own class, they then have a discussion about their behaviour and what choices they should have made. They are returned and welcomed back into class by their class teacher.

### **3. WELL BEING HUB (Parked away from all children in isolation)**

If pupil's behaviour still continues to be disruptive and the pupil refuses to follow instructions the pupil will be removed from their parking zone and taken to the Well Being Hub (now outside the learning mentor office) by MAPA trained staff if required. It is the class teacher's responsibility to fill out a CPOMS incident form. The pupil will be given an opportunity to calm down and regain control over their behaviour. When they enter the Well Being Hub, they will be given time to calm down using a range of calming activities, which will hopefully prevent the pupil's behaviour from escalating. The pupil can do simple activities such as colouring or puzzles which can assist the pupil in calming down.

A pupil can remain in this area for up to 45 minutes – when the pupil is calm a member of the pastoral team will have a restorative conversation with the pupil and a behaviour recovery incident log will be completed on CPOM's by the child's teacher. Once this has been completed, the pupil will return to class. If a pupil reaches the Well Being Hub on three occasions, they will automatically move to an INTERNAL EXCLUSION.

### **4. INTERNAL EXCLUSION**

i) If a pupil's behaviour has not improved through the various stages, then the pupil will be removed and an internal exclusion will be given – they can be asked to remain in this area for between one to five days (to be decided by DHT). The pupil will be given a work pack that has been set by their class teacher – a continuation of the work being taught in class. A formal meeting will be arranged with Deputy Head Teacher to discuss the incident with a parent/carer. Break and lunch times will be arranged and they will not go out to play with their peers and the pupil will be supervised at all times.

There may be some instances when it is appropriate for pupils to go straight into an internal exclusion at the discretion of the DHT – some examples of this behaviour are:

- Physical assaults on adults or children
- Possession of a weapon (see School/Police process flow chart)
- Possession of drugs
- Evidence of continued bullying
- Throwing furniture
- Trashing a classroom
- Sexual inappropriate behaviour
- Child on Child Abuse (This can take many form including: sexual harassment, sexting, bullying, cyber bullying, physical abuse)

When a pupil is sent to an internal exclusion – it will be at the discretion of the DHT if a formal suspension is imposed or in severe cases, a permanent exclusion may be appropriate.

## **5. Suspensions and permanent exclusions**

In exceptional circumstances when all strategies have been tried at school, the DHT may consider a suspension a permanent exclusion and will consult with the Head Teacher. Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil being suspended. In these circumstances the chair of governors will be informed. Only the DHT and the Head Teacher has the power to suspend a child from school. The DHT/HT may suspend a pupil for one or more fixed periods, for up to 45 days in an academic year. The DHT/HT may also consider excluding a pupil permanently.

If the DHT or HT suspends a child, the parents will be informed as soon as possible by the DHT, giving reasons for the suspension. These reasons will be discussed with the child. When the parents collect the child the DHT and HT will make it clear to the parents that they can make representation to the Governing Body and how to do so through the letter of suspension / exclusion.

The Head teacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or suspensions. The Governing Body itself cannot either exclude a child or extend the suspension period made by the Head teacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is suspended or excluded from school.

\*Lunchtime suspension: when appropriate after all options have been exhausted a pupil whose behaviour at lunchtime has been disruptive, may be suspended from the school premises for the duration of the lunchtime period for a fixed period of time.

Examples of types of behaviour are:

- Physical and verbal assault to staff or pupils
- Theft, extortion and arson
- Threatening behaviour
- Vandalism and racial abuse to pupils or staff
- Very serious challenge to authority
- Consistent disruptive and aggressive behaviour
- Possession of drugs
- Possession of an offensive weapon
- Sexually inappropriate behaviour
- Malicious allegations against members of staff
- This list is not exhaustive and pupils will only be suspended in extreme cases and when there is a serious breach in the school's behaviour policy. In exceptional circumstances, the Head Teacher/DHT may feel it is appropriate to involve the police (This may also lead to a children's trust referral).

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution. Peaceful problem solving prompt questions may be used. Such strategies are covered in whole class PSHE time as well as being reinforced with individuals or small groups where appropriate. Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of dojo's.

Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions. In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

### **When is a behaviour meeting required?**

When a phase leader parks a child, the class teacher on the CPOMS system records a log (Bottom line behaviour broken):

- 3 phase leader parking incidents: BM 1 (Behaviour Meeting) Class teacher/parents present.
- 6 phase leader parking incidents: BM 2 Class teacher/parents/phase leader present.
- 9 phase leader parking incidents: BM 3 Class teacher/parents/deputy head present.
- 12+: BM 4 Class teacher/parents/deputy head/head teacher (Risk of exclusion)

The pastoral team will be available to attend all behaviour meetings when asked.

Parents will be informed by the class teacher when their child has been parked by a phase leader i.e. been asked to leave the classroom for a period of time to recovery their behaviour. This will be done via a conversation when the child is collected at the end of the day or by a phone call if this is not possible (dependent on contact details being up to date) to enable them to support the school behaviour policy at home.

### **Children's Responsibilities**

Children are expected to follow the school's rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our community. N.B If a child refuses to do class work or leaves the classroom, they may be asked to complete the missed work at home under their parent's guidance. Parents will be informed of this via the class teacher.

### **Parents' Responsibilities**

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and centre. Thus, the centre aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on site, including parents, to model positive behaviour at all times and in particular in their interactions with each other. We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We expect parents to read these and support them. N.B Parents may be asked to support their son/daughter with work at home that has been missed at school (See above, child refusing to do class work or leaving the classroom).

If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The DHT may then be involved, then the Head teacher and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head teacher and/or Governors who will take appropriate action. When a parent's behaviour is inappropriate on the playground the Head Teacher may decide to ban a parent from the school for a specific period or indefinitely depending on the seriousness of the incident.

### **Special Educational Needs and disability discrimination (DDA)**

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Educational Psychologist and Social, Emotional and Mental Health Advisory Teacher.

As stipulated in Part 4 of the DDA (disability discrimination act 1995) Lyng Primary will not treat disabled pupils less favourably without justification and we will make reasonable adjustments to ensure that they are not disadvantaged compared to their peers (Please refer to SEMH/SEND policy).

### **Malicious allegations against members of staff.**

Any allegations against members of staff will be dealt with in accordance with Child Protection and Safeguarding policy.

*In the absence of the DHT, the HT will assume the role and responsibilities of the DHT in this policy.*

### **The role of the DSL/DDSL when dealing with behaviour**

The DSL/DDSL will be notified in regards to any concerns with a child's behaviour. If the behaviour displayed by a child is a concern or is identified as being a significant change in behaviour, the DSL/DDSL will communicate with parents/carers to offer support from external agencies if this is required. An Early Help Assessment or an Action for Children Referral can be arranged with the family to make sure all the relevant support is in place, preventing exclusions or further exclusions. Lyng primary adopted the saying that Children's behaviour is communication, staff monitoring Contextual safeguarding concerns (KCSIE 2021) in making sure children are safe and not at risk of harm. If a child is excluded for any amount of time, the DSL will conduct home visits to safe guard the child and to maintain links to the school.

### **The role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. It is the responsibility of the Governing Body to monitor the rate of suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Equal Opportunities: Equality Act 2010**

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

Staff will intervene immediately if there are any behaviours that are deemed to be homophobic, racist or any other type of prejudiced behaviours towards other children, staff and adults.

Staff at Lyng Primary school take any incident that is reported to them by children or other staff members seriously and will fully investigate. Senior Leaders will act swiftly making sure that Victims of child on child abuse are heard and action taken which is line with Lyng Primary School Behaviour policy, Safeguarding and Child protection Policy. If necessary and based on investigation and incident, the school exclusion procedures will be followed.

# Lyng Primary School Rules



- I will be kind to everyone
  - I will try my best
  - I will respect everyone
- I will never discriminate against others
  - I will follow instructions carefully
  - I will use kind words and actions

## Bottom Line Behaviours at Lyng Primary

- Refusal to follow instructions (including social distancing rules), refusal to work and disrupting the learning
  - Physical assault and verbal discrimination
    - Leaving the class

# Lyng Primary Behaviour Recovery Flow Chart



## Steps to recovery:

1. The Look!

2. Verbal instruction.

3. Verbal reminder/warning.

If the behaviour choice persists...

4. Remove DOJO's.

If the behaviour choice persists...

5. Reflection table in classroom for up to 20 minutes.

If the behaviour choice persists...

6. Phase leader will 'park' child in another class for up to 45 minutes (To be logged on CPOM's by class teacher).

If the behaviour choices persist...

7. Pastoral/SLT will remove child from class for parking (Outside of learning mentor office or DHT office). To be logged on CPOM's by class teacher

If the behaviour choices persist...

8. An internal exclusion may be considered by the DHT.



# **Physical intervention/ Use of Reasonable Force policy February 2020**

Reviewed by Governors February 2020  
Curriculum and Standards Committee

To be reviewed at least every four years  
Review Date February 2024

Chair of Committee print \_\_\_\_\_

Chair of Committee signed \_\_\_\_\_ Date \_\_\_\_\_

## **Introduction**

Our school aims to provide a safe, caring and inclusive environment for all staff, children and families and we strive to promote positive attitudes to learning and behaviour for all.

The school policy and procedures for behaviour management should ensure that the need to use force is minimised. The positive ethos across the setting together with a strong PSHE focus within our curriculum supports this approach.

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Some children, because of the nature of their difficulties, will need additional help to manage their behaviour which may result in the use of physical intervention of that child is in a crisis situation i.e. in danger of harming themselves or others.

We acknowledge that physical techniques are only part of a whole school approach to behaviour management. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. Physical Intervention to restrain is only ever used by those staff who have received the appropriate training.

This policy has been developed in line with DfE guidance 2013 entitled 'Use of Reasonable Force, Advice for head teachers, staff and governing bodies'. The Head Teacher will make every effort to ensure that all staff in this school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary. The Head Teacher will ensure that specific staff (across all phases) are provided with appropriate training to deal with more difficult situations (Management of Actual or Potential Aggression training – MAPA).

### **Definitions**

#### **Physical Contact**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

#### **Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

#### **Physical Control/Restraint**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded on CPOMs. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

#### **Reasonable Force**

1. The term 'reasonable force' covers the broad range of actions used by most teachers/staff at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction requested by a staff member to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

*Force cannot be used as a punishment – it is always unlawful to use force as a punishment.*

*If it is felt that a situation can no longer be managed safely by school, then a decision may be made by a senior member of school staff to the police for assistance.*

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules.

### **Authorised staff**

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006) if required, for example, to intervene and break up a fight or divert a pupil from disruptive action. In this school Management of Actual or Potential Aggression (MAPA) trained staff are authorised to use reasonable force in order to restrain pupils. Staff authorised to restrain and/or move a pupil in a restraint hold include all staff who have had MAPA training and refresher training. They are authorised as long as their training is in date. Where possible, two members of staff should be made available to restrain and/or move a pupil in a restraint hold. Where a member of staff is not trained, as long as there is one trained member of staff and they take the lead, giving instruction and the other member of staff is competent, they would be authorised. Authorisation is not given to volunteers or parents.

### **Behavioural Risk Assessments and Management Plans**

The SENCo will ensure that any child in school likely to be subject to the use of physical interventions has a behavioural risk assessment completed and an agreed behaviour management plan developed to support the child and provide information about staff authorised to intervene. Parents will need to be involved in the writing of the plan and outside agencies may be sought to offer support and advice with this process.

### **Staff from Local Authority working within the school**

Support Services will have their own policies for care and control of pupils but all staff will, whilst on school premises, be expected to be aware of and operate within the policy of this school. It is the Head Teacher's responsibility to ensure that this is the case.

### **Key points relating to Physical Restraint**

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### **Training**

Training for all staff will be made available and will be the responsibility of the Head Teacher. All members of the Senior Leadership Team will be MAPA trained (Management of Actual or Potential Aggression) where appropriate. Prior to the provision of training, guidance will be given on action to be taken. Training will be provided as part of on-going staff development.

We acknowledge that physical techniques are only a part of a whole school approach to behaviour management and, as such, the school utilises a whole school Behaviour Recovery approach in order to deal consistently, effectively and in a timely manner with disruptive behaviours to prevent occurrences of behaviour that may require physical intervention.

The school uses the Management of Actual or Potential Aggression (MAPA) training programme for staff. The programme is delivered by a certified, licensed instructor and aims to provide the best 'Care, Welfare, Safety and Security' for individuals in our care, even in violent moments as well as having the same philosophy for staff as they learn the techniques and skills. The physical interventions taught within the programme have been independently risk assessed and are compliant with the UK national Physical Interventions Accreditation Scheme. In line with this policy, the programme stipulates that physical intervention must always be used as a last resort and only where there is a prevailing or perceived, actual or significant risk of harm.

### **Recording**

Where physical intervention has been used to manage a pupil, a record of the incident will be recorded on CPOMS. A health and safety Accidents and Incident form will need to be completed and returned to Sandwell's Health and Safety Team if injury has occurred to staff or pupils during the incident. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support.

### **Complaints**

The availability and application of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the School's Complaints Procedure.

**Monitoring of incidents**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded on CPOMS. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. This process will also address patterns of incidents and help to evaluate trends that may be emerging.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.