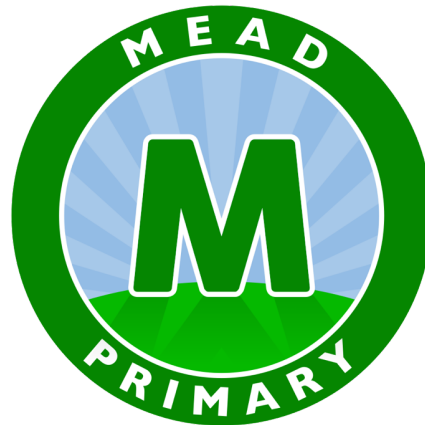
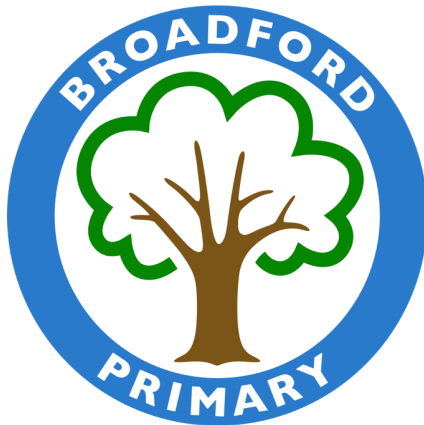


Broadford Behaviour Policy



Policy review date	September 2021
Date of next review	September 2022

Our Vision

We believe that a child's background or place of birth should not limit the opportunities they have in education and in life. We believe that all our staff and parents must have high aspirations for all of our pupils. We believe that all pupils are all capable of achieving excellence in all areas of life. We believe that for this to happen all of our staff and pupils should know and strive to uphold our 3 values.

Behaviour

Behaviour is the manifestation of unspoken feelings and the way in which we communicate our core needs. It is important that as practitioners we do more than simply manage and contain behaviour, but show a commitment to building positive relationships in order to better understand the roots and motives of specific behaviour types. It is important we teach and model appropriate behaviour to the pupils in our care which must be consistent with all staff. The best way to encourage good behavioural standards is through a clear set of rules reinforced by a balanced combination of rewards and consequences held within a positive, caring set of values. Our expectations for behaviour and the principles underpinning our policy on behaviour are all outlined below.

General Principles

We believe that achievement is affected by behaviour and that behaviour can likewise affect achievement. It is critical that every pupil receives appropriate support to maximise their chances of achievement and success. We recognise that we have a joint responsibility with families to not only help pupils modify inappropriate behaviour but to teach appropriate behaviour. We want to enable every pupil to reach their full potential academically, socially, emotionally and physically, while making certain that the rights and responsibilities of pupils and adults are maintained. We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the pupils are able to achieve their full potential. This involves clear expectations for behaviour at a whole school and classroom level. It involves the cultivation of an environment where mistakes are understood as a normal part of the learning process and where pupils are given the support and encouragement to be reflective and resilient and to take responsibility for their behaviour.

Adult responsibilities:

- to have high expectations of all pupils recognise and give specific praise when pupils are getting it right;
- model positive behaviour and build relationships by being polite and courteous using appropriate greetings to pupils at different times of the day;
- plan lessons which engage, challenge and meet the needs of all students;
- ensure praise outweighs the negative;
- be calm and give 'take-up-time' before going through the steps, prevent before sanctions;
- follow up every time, retain ownership and engage in reflective dialogue with pupils.

What will the outcomes be?

- all staff acting consistently and having high expectations for all pupils;
- outstanding behaviour for learning with incidences of low-level disruption in lessons being extremely rare;
- pupils' pride in their school is shown by their excellent conduct, manners and punctuality a reduction in incidents of unacceptable behaviour;
- all groups of pupils are safe and feel safe in school They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety;
- pupils recognise that appropriate behaviour and self-regulation is a life skill and not just a school expectation;
- pupils understand and accept responsibility for, and impact of, actions and words;
- a reduction in exclusions will be achieved.

Building Learning Power

At Broadford, we believe that it is our role to develop a habit of lifelong learning within our pupils. In order to achieve this teaching must work to strengthen four key learning muscles/behaviours:

Resilience

Absorption – Teaching must engage pupils so that they are able to be absorbed in what they are doing

Managing Distraction – Pupils must be enabled to recognise and reduce distractions; they must recognise the best environment in which to learn

Noticing – Pupils must be able to perceive subtle nuances, patterns and details in their experiences.

Perseverance – Pupils must be able to keep going in the face of difficulties and challenge the energy of frustration productively.

Resourcefulness

Questioning – lessons must encourage the children to ask questions of themselves and others

Making links – pupils should strengthen the ability to see connections between disparate events and experiences

Imagining – pupils will strengthen their ability to use imagination to explore their learning

Reasoning – pupils must be able to think logically, construct arguments and spot flaws in the arguments of others

Capitalising – pupils must be able to access and use the full range of resources from the wider world.

Reflectiveness

Planning – identify all the issues that may be encountered

Revising – change plans where necessary, monitor and review progress and identify new goals

Distilling – look at what is being learned and be able to identify the essential features

Meta learning – pupils must develop a self-awareness of their learning styles, how they learn best and be able to talk about the process

Reciprocity

Interdependence – know when it is appropriate to learn individually or collaboratively

Collaboration – pupils must be able to manage themselves in collaborative ventures and respect other points of view

Empathy & listening – contribute to others experiences by listening carefully

Imitation – constructively adopt methods, habits or values from those who are observed

Staff will praise pupils with specific language to celebrate how they have achieved these behaviours

Certificates will be given out in Achievement Assembly to celebrate pupil achievement in the 4Rs.

Silent Signals

At Broadford a set of silent signals have been established for use across the whole school:

The silent hand signal

This signal is designed to get the attention of the pupils and quieten the class.

The teacher will stand in a confident manner, place one hand up, palm facing the class and then wait for the class to fall silent.

Pupils will notice the silent hand signal and respond by:

- turning to face the teacher
- ceasing the activity and stopping any talk
- putting their hand up to show they have heard
- silently and gently making any nearby classmates aware of the silent signal

The teacher will insist that every pupil has engaged with the silent stop signal before giving the next instruction or teaching point.

1-2-3

This signal is designed to move pupils quietly and swiftly around the classroom

When pupils move around the classroom they follow the following steps in silence. To indicate the number, the teacher will display the appropriate number of fingers:

1. Pupils stand behind their chairs
2. Pupils move silently and carefully to the next activity/station
3. Pupils sit down

My Turn Your Turn (MTYT)

This signal is designed to allow the pupils to practise key responses or for choral answers

When the teacher places their hand on their chest (points to themselves) it indicates the teacher should be talking and no one else

When the teacher then extends their hand out to the class, it is their turn to give a choral response.

Turn to your partner (TTP)

This signal is used to communicate that pupils need to turn to their partner

The teacher (standing up) places the fingertips of each hand so they are facing the class.

The hands are then brought together so the fingertips touch (like closing a gate)

This indicates it is time for partners to turn and talk to each other about the activity/objective

This signal can be used in conjunction with the MTYT

Lunch Time Arrangements

- There is a lunchtime supervisor to whom the MDAs report incidents of poor behaviour
- All staff are given training on assertive behaviour management
- Restorative language and responses will be used by MDAs.
- MDAs will follow the lunchtime behaviour chart detailed in Appendices
- MDAs can use: housepoints, their own stickers and certificates (recognised in E for Excellence assembly)
- MDAs will not issue merits as they are for academic performance

Sanctions

There are some pupils who do from time to time display negative or inappropriate behaviour. For these pupils the adult will apply the hierarchy of sanctions, in accordance with the behaviour support chart and guidance (see appendices). Professional discretion and judgements will need to be made to determine the type and level of support before each 'warning' is given.

It should be ensured that the pupil understands why these sanctions are being used.

Behaviour Flow Charts

All classes will have the behaviour flow chart/Good to be Green chart clearly displayed.

This chart can be used by all staff to support the clarity and consistency of the behaviour policy.

- Time out space should be a place of sanction and reflection. It is a pre-arranged space/place within the class,
- Point to the chart as you give a warning to the pupil to show them exactly where they are visually.
- There is an expectation that staff will have differentiated behaviour targets and expectations for particular pupils

Circle times & PSHE lessons will be used to ensure other pupils understand the reasons for differentiated behaviour targets/expectations, and how this can support their own learning/welfare in the classroom.

Restorative approach

In the rare instances when staff may have to resolve a conflict or respond to other challenging behaviours we use a restorative approach.

1. *What has happened?*
2. *What were you thinking? (then and now)*
3. *What were you feeling? (then and now)*
4. *Who else has been affected by this?*
5. *What do you need to make this better? (ie: to repair the harm done)*

This approach also encourages the pupil /pupils to take responsibility for their actions and everybody's well-being. It underpins and consolidates the learning process of our social skills, self-management, and emotional awareness and the concomitant development of self-esteem. It does not avoid consequences or even sanctions for unhelpful behaviours, but it helps to draw a line after a mistake and allows a pupil to begin again with confidence. It builds vocabulary and attitudes to others as part of school ethos.

Finally, it supports the staff/ pupil relationships for the future – something a society sanction driven approach may not achieve. We are teaching communication in a different situation.

The Red Card system

In the event of extreme violence and aggression towards other pupils or adults in school, the Headteacher, Deputy Headteacher or other member of the Senior Management Team or Leadership Team, will be sent for using a “red card”.

All members of staff have a red card and the use of it means that an adult needs immediate support and help. The card should be sent to: the Headteacher’s/deputy head’s office, if either are unavailable, it should be taken to a member of the senior management, then leadership team.

The staff sent for will talk to the pupil and remind them about the need for sensible choices to be made but also ensure the pupil knows the consequences of continuing the inappropriate behaviour. Usually time out in the Head’s or deputy’s office helps calm most pupils down.

Exclusion

The ultimate sanction is exclusion, whether fixed term or permanent. At Broadford we believe that education is about inclusion and we therefore aim to solve all problems before reaching this stage. However, we interpret inclusion as the pupils’s right to learn and the teacher’s right to teach in a safe environment. If these areas are severely challenged by one individual then that pupil may be excluded from school. There are two routes to exclusion:

1. persistent inappropriate behaviour which has not responded to the use of Rewards and Sanctions, seeking outside advice or the setting up of a Individual Behaviour Plan (see below)
2. an act(s) of violence/aggression that the Headteacher and Governors feel threatens inclusion or health and safety

Supporting pupils at risk of exclusion

During the Covid 19 Pandemic R.As should be conducted for ALL pupils whose behaviour may lead to adult intervention and so potentially could pose a risk to peers/school staff-if measures cannot be put in place to avoid physical contact the parents should be consulted and the child remain at home until the situation improves. If a child attending school behaves inappropriately, putting others at risk, the parent should be called to collect the child and a RA carried out to determine whether the child should be in school at this time.

Broadford & Mead School works hard to support all pupils and fully engage them in the curriculum. If any pupil is failing to access the curriculum, a range of strategies are considered. As detailed above, these may include the involvement of other professionals, and would certainly include full consultation with parents.

When pupils are at risk of exclusion an IBP is set up. This involves the school, the parent and any other parties involved with the pupil (including, if appropriate, the pupil themselves). This group meet regularly to review progress, and design a small steps programme of support for the individual.

Where a pupil’s behaviour puts them or other pupils/adult at risk of injury, a Behaviour Risk Assessment an IBP should be completed to clarify and show agreed structures and support systems in place which are most likely to minimise risk to any individual. These forms should be shared with parents and signed by teachers, support staff and parents. They should be photocopied and filed and updated as often as necessary at least once a term.

On occasions some pupils will need to be restrained. This restraint will only be used in extreme circumstances where a pupil has to be restrained in order to be prevented from harming either themselves or another pupil/member of staff.

Positive handling should be undertaken **as a very last resort** and only where there is a **real risk of injury to self or others**.

Any pupil at risk of needing **positive** handling **must** have had an IBP form completed, in accordance to the guidance given.

In some cases we may need to contact outside agencies such as the Educational Psychologist, C.A.M.H.S./C.F.C.S, Behavioural Support Team or other external sources to advise us how to manage certain behavioural difficulties. We need to work closely with parents in this situation and greatly value their support. Pupils in danger of exclusion will have an Individual Behaviour Plan (IBP) set up for them where professionals and parents can work together to share any difficulties and work out a programme of what to do next to support the pupil in behaving appropriately. Counselling or a mentor may also be used to work with pupils who are experiencing emotional difficulties.

Vulnerable Pupils & SEND

Pupil Concern Logs/CPOMS

Why are we keeping these records?

We believe that we should have an accurate and chronological record of any concerns about a child's development and welfare. We believe that effective record keeping helps to ensure all pupils achieve no matter what challenges they may face. We believe that records should be easily accessible to staff working with the child so that concerns can be tracked across the child's lifetime at the school. We believe that this will form a useful record that can be passed on to any subsequent school so that no information about the child/family is missed.

How is the form updated?

The child's record begins with the first concern. Regular updates will be added as necessary. All staff within the school will commit to updating the shared records when they have a concern. Additional CP concerns are stored separately.

What could be included?

These records are in addition to, not instead of, any Child Protection, CIN or TAF Plan

Child Protection disclosures should be immediately referred to the Designated Safeguarding Lead (DSL): incidents that involve sexual or physical abuse

Prevent & FGM allegations/concerns should also be immediately raised with the DSL

CP concerns about neglect - physical or emotional - may only arise as a consequence of the effective record keeping - then they should be referred to the DSL.

Keep any comments factual.

Any professional pupil records could be used if the case was referred to Social Care or the Police

- What did you directly observe?
- Who did you talk to?
- What did the child say/do
- How was the information gathered?
- How was the observation acted on?

Avoid predictions about what may have caused the concern and avoid becoming emotive in the language used.

Examples of concerns

Parental involvement

- Non attendance at parent consultations/SEN meetings
- Non attendance at celebration events: *maths parties, school events, sharing assemblies*
- Level of support from home: *non completion of reading record, no spellings handed in, no response to letters/trip information*
- Disclosures about family life: *issues with siblings, concern over housing arrangements*
- Manner in which parent engages with staff: *confrontational, avoidance, language.*
- What is the quality of parental/child interaction/relationship: *shouting at child, manhandling, inappropriate language, lack of interest*
- Is private fostering suspected: *cared for by a non blood relative (non including step parent) for more than 28 days*

Welfare

- Cleanliness: *state of clothing, head lice, fingernails, general hygiene*
- Do they typically appear to be hungry: *no breakfast provided, unsuitable packed lunch, no food for trips*
- Are they prepared for school: *shoes, PE Kits, book bags*
- Tiredness and routines: *are they ready to learn in the morning, do they struggle in the afternoon*
- How do they present after a holiday, weekend or extended break from school
- Welfare checks requested by other agencies

Behaviour

- Relationships with peers
- Ability to cope with out of class situations: *playtime, transitions, visits*
- Response to adults - particularly support staff
- Information about incidents that occur outside of school: *left unsupervised, inappropriate friendships, issues in park/local area*
- Positive behaviour is also recorded on CPOMs

Online Safety

- Any issues with social media contact
- Accessing of inappropriate websites/online content
- Age appropriate gaming/videos
- Unsupervised access to the internet
- Sharing of images/content - sexting

Social Communication & SEND Pupils

For those pupils who have been identified as having behavioral needs relating to Social Communication and SEN, please refer to their individual pupil profiles and Learning Plans and their EHCPs.

Anti-Bullying Procedures

The named contact for bullying incidents and concerns is Mrs Nicholls. It is the responsibility of the class teacher to log all incidents and concerns regarding bullying within CPOMs/the 'pupil concern log' folder on Google Drive.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Executive Head teacher, the Head of School, the Leadership Team, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head of School to communicate the policy to the school community.
- Pupils to abide by the policy.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Objectives

1. To prevent and tackle bullying.
2. To promote positive relationships and identify and tackle bullying appropriately.
3. To ensure that all pupils feel safe and are confident of how to stay safe in a variety of contexts: cyber bullying, within school and outside.

Definition of bullying

Bullying is **"Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally"**. Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Bullying usually involves the following three points:

1. Multiple occurrences
2. Deliberate act
3. Emphasis of an imbalance of power.

Forms of bullying covered by this Policy:

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture (Also refer to racial incident policy).
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

Staff actions

- Staff action consists of using the '4R' method;
 1. Record – has a note been made of the key details?
 2. Respond – had the incident been followed up?
 3. Resolve – are the parties concerned happy with the outcome?
 4. Report – has the single central point of reference and parents been informed?
- Any incident that could potentially be deemed as a 'Bullying Incident' is recorded on CPOMs/google drive.
- All staff have a responsibility to ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils adhere to the anti-bullying policy.
- Reports back to parents / carers regarding their concerns on bullying and deals promptly with complaints.
- Staff will seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

Pupil Actions

Pupils are required to follow the Anti-Bullying Code (Displayed around the schools)

Always tell someone - *Tell a responsible adult or a friend. Someone to resolve the situation. You WILL be taken seriously.*

Be positive - Try not to let the bully see that you're upset. Say no and walk away confidently.

Care for each other - You have a responsibility to tell an adult if you know some one is being bullied. Don't be a bystander!

All pupils are issued with a copy of the Anti-Bullying Contract which is reviewed with the class teacher before being signed by the pupils.

Preventing, identifying and responding

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide opportunities to develop pupils' social and emotional skills, including their emotional resilience and literacy.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children.
- Ensure pupils know where to locate the school 'Worry box' and how to use it.

Involvement of pupils

We will:

- Regularly canvas children's views on the extent and nature of bullying using various methods such as questionnaires, displays and the School council.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure the children are aware of the schools ABC code; Always tell someone, Be positive, Care for each other.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents / carers know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to Bullying.

Physical Interventions by staff in school

During the Covid 19 Pandemic full PPE is available for all staff and online training in its use provided. Should physical intervention be necessary staff have been advised PPE should be used (via meetings conducted 3/4/5 June).

This includes guidance for staff that hitherto has been provided for individual pupils. The value of one policy covering all matters is that parents can see what interventions will be used and the circumstances in which they will be used.

Objectives

In order for a physical intervention to be warranted, staff should believe that immediate action is necessary to prevent:

- a pupil from significantly injuring himself or others
- serious damage to property
- a serious breach of school good order and discipline
- a criminal offence (eg having or using, a weapon or being in possession of drugs) eg search (see end)

Equal Opportunities

This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality.

Minimising the need to use force

- Staff should take steps to avoid the need for a restrictive physical intervention, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction and, “stop! Moving others away or out of the room is also an option (Govt. guidance; 2010,2011,2012)
- Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage should be used.
- Every effort should be made to secure the presence of other staff before using a RPI. These staff can act as assistants and witnesses. And monitor airways, circulation and well being/emotions.
- As soon as it is safe, intervention should be gradually relaxed to allow the pupil to regain self-control. Intervention should take place calmly but firmly. A place to go which is calm should be known to all staff, with appropriate seating.
- Restraint should be an act of care and control, not punishment
- Physical restraint should never be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Social, Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the schools personal, social, and Health Education teaching.
- If it is unsafe and impractical for the adult to intervene physically, the staff member must take action in another way, e.g. sending a pupil with a message; saying names loudly and “stop”, moving things away to prevent them from being used as weapons; moving other pupils away.
- Where a pupil may require restraint that pupil should already have a plan in place notifying staff that specific interventions may be necessary. Parents/carers will have been involved in the creation of this plan. Pupils who do not have plans will have one drawn up following an incident. (this is a legal obligation)

- Procedures and interventions will be reviewed (and changed) every term at least.
- Interventions must be age appropriate and will change and minimize over the life of a plan.

Staff authorised to use force

All staff who are Team Teach trained and whose certification is current are authorised to use a *proportionately* restrictive physical intervention where they have ascertained that to do so is *reasonable, necessary and in the best interests of the pupil* concerned. The key question in this instance is, 'What would make this pupil safe?'

Any adult working with pupils in this school or on an official trip where they have responsibility for the pupils' safety must intervene to keep a pupil or pupils safe. They must use their best judgment to determine what this intervention should be, and whether it needs to be physical. (NB: Personal Safety courses can help to inform support staff and parents working regularly in the school about their options and responsibilities.)

In any incidence where restraint is used the incident must be immediately reported to the SLT so that it can be correctly recorded. Contact for control does not need to be recorded but maybe as part of a behaviour plan for a pupil.

This policy is evidence of the use of temporary or permanent authorization to use force to retrain a pupil.

Operational procedural points relating to the use of physical restraint

- The age and social competence of the pupil should be taken into consideration when deciding what kind of intervention is necessary. Staff therefore need to know and be prepared to use a hierarchy of responses and techniques, rather than relying on a one size fits all approach.
- Holds should only be carried out by suitably trained adults, as it is frightening for a pupil to be held by somebody who is inflicting pain through ignorance (or being instructed in situ) and this can lead to serious injury for the pupil and adults concerned. Inflicting pain is illegal (see above) and will usually escalate the situation.
- It is important to use only the minimum force necessary to achieve the desired result. Restraint is carried out as an act of care and to make the pupil feel safe, whilst restricting their mobility and choices. Relax and disengage as soon as safe.
- Attending staff if not leading must monitor the pupil's breathing, circulation and well-being throughout and comment on this for the incident report.* see Reporting and recording, below.
- Using an attending member of staff to 'change face' helps to calm the pupil and is always preferable to one adult 'seeing a situation through to the end'. It also helps in recovering the lead staff's working relationship with the pupil, afterwards.
- A discussion with the pupil about what happened and why the intervention was necessary will be carried out some time after they have calmed down from the whole incident. Restraining and attending staff will concentrate on helping the pupil to calm down and be very quiet and soothing in their presence.
- No pupil will ever be left 'to calm down' in a space where they cannot be seen by a member of staff. Pupils in any stage of an incident involving restraint must be monitored and seen at all times.
- If the pupil can return (escorted) to class and be reintegrated quietly, this is preferable to spending hours reliving the incident.
- A Restorative and reflective conversation with a key qualified staff member will help the pupil if it is held later in the day after some normality has been resumed. The pupil's POV is very important and so is the learning about what happened and what they can take forward, especially as we are trying to reduce the necessity for RPIs.
- This meeting ideally will include the lead staff member coming in after a time to hear what the pupil has decided to say to them and rebuild their relationship.

- A sanction may be discussed but does not automatically happen following a restraint. If the pupil can think of a way of 'making this better', that is much more effective. Anything they could think of around improving the relationships (including their own responses) would be excellent, as that is the learning area.

Reporting, recording and subsequent meetings with staff and parents/carers

The school does not have to report the use of contact for control. The school must always report the use of a restrictive physical intervention for the purpose of restraint. Our reporting and recording procedures are governed by our legal obligations and additionally, by best practice guidelines from the DFE, Team Teach and the British Institute of Learning Disabilities (BILD).

For clarity we reiterate the techniques used in school:

Contact: guide away, turn and guide away, guiding an arm/hand/leg away, disengagement. All staff contact using our hands is kept to using a specific technique of Caring Cs, which is neither a hold nor a grip.

- Staff using this form of restrictive physical intervention are asked to record the incident in the schools Bound and Numbered Book (Start date: September 2019)
- Parents/carers will be informed of this form of contact having to be made *more than once* in a school day or over a week. (Best practice)
- A Positive Handling Plan will be drawn up and /or reviewed for this new issue as a result of more than one physical interventions for control being recorded over a week.
- Pupils who already have Plans will be monitored in the same way and the data added to the information on their existing record, to inform the next review.
- Sanctions are not automatic as the reason for intervention may have more to do with an emotional situation rather than being a disciplinary issue.

After the incident

Staff issues and reporting on to other agencies.

The lead staff member will be supported by help to talk through the incident on the day, with a staff friend. The report will be completed on the following day and the lead member of staff will need quiet time and space to do this.

The Head of School will collect statements from attending staff to add to the report and include any comments from the pupil concerned. A copy of the pupil's Plan, any other supporting documentation and this Policy will be appended to the report.

The report will be copied to parents/carers, the LA and may be referred to school Governors if they have expressed this preference as part of their own advisory/supervisory role.

The report will be flagged and if necessary copied to agencies directly working with the pupil concerned.

Where it is clear that member(s) of staff need further advice, support, guidance or training, the HT will take immediate steps to see that this is provided.

Staff meetings should have input about best ways of following school policy. They will *not* focus on individual cases. *Under no circumstances* should the decisions made by an individual member of staff be second-guessed in such a forum. (see: GTC, NUT, NAS/UWT)

Staff Training and Support

Staff keep up to date with the Team Teach website and videos of RPI techniques.

Racial Incident Procedures

Under the Race Relations Act, schools need to prepare and maintain a written race equality policy. The Stephen Lawrence Inquiry recognised that racism can take many guises. Whilst some racist incidents may be deliberate, others may be unintentional. Both are equally unacceptable.

We encourage all people associated with the school to share in its value of being kind and polite to everyone we meet. Our school values demonstrate that we wish to encourage the celebration of ethnic diversity and learn from each other. The school continually strives to ensure that each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background or disability. We will actively promote race equality and oppose racism in all forms as well as fostering positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Treating all those within the school community, pupils, staff, governors, parents and community, as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within the school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair for all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

Responsibilities

It is the responsibility of all members of staff to break down barriers to racial harmony. All staff need to be aware of the procedure for reporting and recording racial incidents and should challenge and eliminate racial discrimination, racial harassment and racial abuse.

All pupils should be encouraged to show respect for each other regardless of ethnic background and accept that not all people share the same backgrounds and beliefs. They should report any racial incidents to a member of staff.

The Curriculum

We offer a broad and balanced curriculum for all pupils. All curriculum coordinators are responsible for ensuring that their subject raises awareness of multi-cultural issues where possible and challenges stereotypical views of different racial groups and nomadic communities. Certain subjects, such as RE and PSHCE, offer particular opportunities for looking at diversity and encouraging respect for it.

We strive to ensure that all barriers to learning including linguistic and cultural ones are removed.

Dealing with Racial Incidents

We will not tolerate any form of racial abuse or harassment. Examples of racist incidents include:
Derogatory name calling, insults and racist jokes

- Verbal abuse and threats
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Racist comments in the course of discussion
- Ridicule of an individual's cultural differences
- Physical assault which is racially motivated

- Incitement to others to behave in a racist manner
- Refusal to cooperate with others because of their ethnic background
- Damage to another's property that is racially motivated
- Any of the above through social networking sites or other forms of media

The following steps are taken when dealing with a racial incident:

Supporting the victim:

- Investigate the incident and take appropriate action to offer support to the victim
- If necessary meet with the victim's parents/carers to discuss the matter and explain any action taken.
- Record the incident on a Racial Incident Monitoring Form and give straight to the Headteacher or Assistant Headteacher/SENCO.

Dealing with the perpetrator:

- An appropriate member of staff should intervene and take immediate action, for example separating the victim from the perpetrator.
- Challenge any racist behaviour immediately and openly. The perpetrator is to be told that his/her behaviour is unacceptable and will not be tolerated.
- The incident should be reported to the Head of School and he/she should decide on any further action.
- The Racial Incident Monitoring Form is to be completed as soon as possible and given to the headteacher or the member of staff responsible for racial incidents.
- For incidents of a serious nature involving violence or criminal behaviour it will be necessary to inform the police irrespective of the status of the perpetrator. The District Schools Officer should be informed immediately to facilitate consultation and the possible procuring of advice including legal advice.

Dealing with a Member of Staff as Perpetrator

All members of staff are required to abide by the school's Equal opportunities Policy. Substantiated racial discrimination by staff towards a pupil may be considered as misconduct and the perpetrator may be subject to disciplinary procedures.

In the event of an allegation being made the Head of School or their nominee is to investigate in accordance with the relevant Disciplinary procedures.

Appendices

Checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

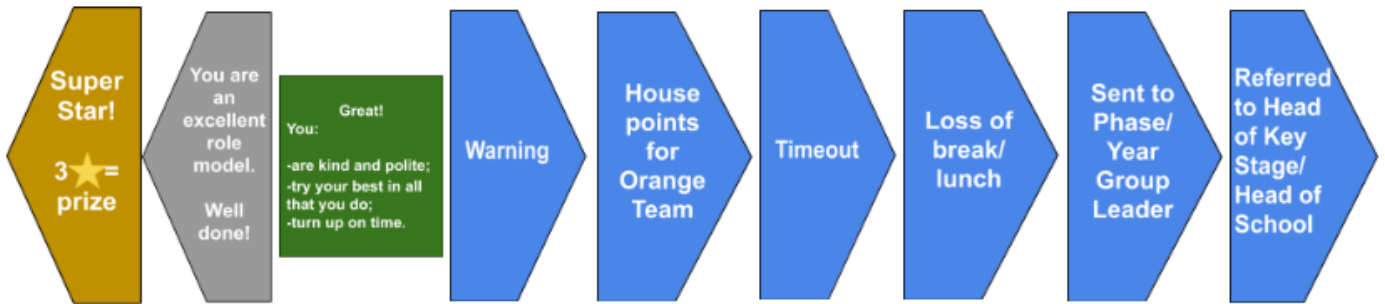
Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Professional Persona

- Know, understand and live out the school's vision, values and ethos through daily actions
- Model a positive and cheerful attitude around the school: actively greeting colleagues and children in the corridors, make eye contact when speaking to others
- Be proactive in suggesting and researching possible solutions to any issues or problems that arise
- Develop effective positive relationships with colleagues, knowing how and when to draw on advice and specialist support
- Acknowledge and respond appropriately to communications, emails and requests from colleagues and parents
- Meet professional deadlines and proactively speak to line manager if there is an issue with expectations
- Display an awareness and sensitivity to others and the demands and pressures they may be under – refer concerns/observations to line manager if appropriate
- Communicate effectively with parents
- Be self-aware and able to proactively take measures that help to provide a work/life balance
- Have a proactive and positive attitude to CPD and use PPA time effectively to prepare for teaching and develop awareness of teaching across the school

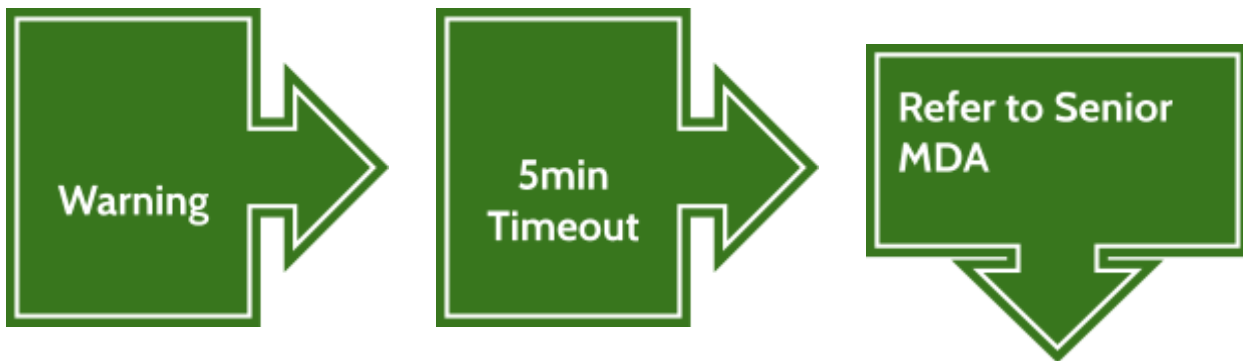
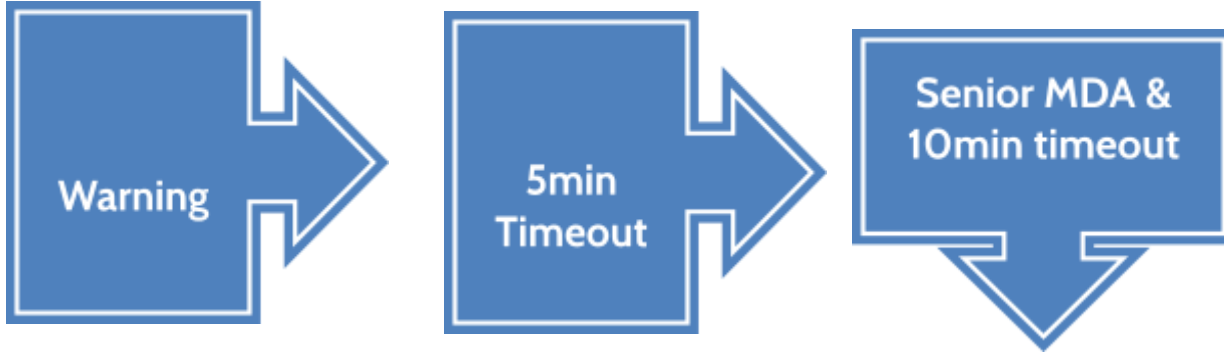
Behaviour Flow Charts



EYFS & KS1



Lunch Time



Racial Incident Form

Date of incident: /_____/_____

Time: _____

SECTION 1 – details of those involved in the incident

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary.

Victim	Perpetrator
Name _____	Name _____
Pupil in school? Y/N	Pupil in school? Y/N
If yes, pupil name and key stage _____	If yes, pupil name and key stage _____
Member of staff or governor? Y/N	Member of staff or governor? Y/N
If yes, please give status _____	If yes, please give status _____
Pupil from another school?	Pupil from another school?
Other (specify, eg parent or visitor) _____	Other (specify, eg parent or visitor) _____
Involved in previous incidents? Y/N	Involved in previous incidents? Y/N
If yes, how many and when? _____	If yes, how many and when? _____
Ethnicity (for pupils only, from pupil records) _____	Ethnicity (for pupils only, from pupil records) _____

SECTION 2 – type of incident & details

Location: _____

What type of incident occurred?

<input type="checkbox"/>	Verbal abuse	<input type="checkbox"/>	Attacks on property
<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>	Graffiti
<input type="checkbox"/>	Threatened assault	<input type="checkbox"/>	
<input type="checkbox"/>	Other (please specify)		
<input type="checkbox"/>	Details of incident		

SECTION 3 – action to be taken to deal with the incident and details of support offered to victim and perpetrator

What action(s) was / were taken to deal with the incident?

	Warning to the perpetrator		Discussion with the perpetrator's parent(s) / guardian / carer
	Discussion with the victim's parent(s) / guardian / carer		Mediation
	Discussion with the perpetrator		Mentoring/counselling
	Curriculum change or addition		Exclusion
	Referral to Police / other body		
	Other sanction or action (please specify)		
	No action (explain why no action was taken <i>allegations were unsubstantiated</i>)		

SECTION 4 – involvement of the police

Was the incident referred to the Police? Yes/No

If yes, by whom?

Date _____/_____/_____

Time _____:_____am/pm

SECTION 5 – completion of record

Name of person recording this incident	
Position in school	
Name of person dealing with the incident if different from above	
Position in school	
Date of record _____/_____/_____	

This form should be retained by the school.

The LEA will periodically collect information about racial incidents.

Rewards

Giving rewards and verbal praise to pupils enforces and encourages positive behaviour and builds a strong feeling of value and self-worth. Rewards are given for, among other things, characteristics of thoughtfulness, helpfulness and kindness, good work, promptly following an adult's instructions and making good behaviour choices.

Housepoints

This system is to recognise: politeness, helpfulness, kindness, opening doors, general good manners, following of rules/instructions, adherence to school uniform and displaying a positive attitude.

If there are instances where behaviour does not meet expectations, points can be awarded to Dudley (Orange) which is the teachers' house.

All pupils will be assigned a 'house' by the class teacher, for whom they collect points. These are celebrated within the Friday achievement assembly.

The House with the most points at the end of every half term will win a cake & drink reward. Sports day and termly inter-house events will be arranged during the year.

House names

Chatteris	Blue	Cricklade	Green	Dudley (Staff)	Orange
Faringdon	Red	Dulverton	Yellow		

Merits

- All pupils will be given a merit card to collect merits for outstanding work.
- Merits are a personal reward designed to recognise individual academic achievement.
- The tracker cards will run in the following order: Bronze, Silver, Gold, Platinum, Diamond & Star
- Once each tracker is complete the pupils will earn the appropriate certificate and have it presented in E for Excellence assembly
- It is the expectation that the pupils should (on average) finish one tracker card per term.
- Trackers are carried forward to the next year so that pupils don't have to start again

Reading Rewards

105 books to read before you leave Bradford

Other Rewards

- Sent to year group leader for praise and recognition
- Sent to Head of School or AHT for praise and recognition
- Name included in weekly newsletter