



**Northstead community Primary school Policy for behaviour - Revised May 2024**

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Contents

1. Aims
2. Legislation and statutory requirements
3. Definitions
4. Bullying
5. Roles and responsibilities
6. Pupil code of conduct
7. Rewards and consequences
8. Restorative practice
9. Behaviour management
10. Restrictive Physical Intervention/restraint
11. Zero-tolerance approach to sexual harassment and sexual violence
12. Off-site behaviour
13. Malicious allegations
14. Pupil transition
15. SEND
16. Training
17. Monitoring arrangements

**Appendices**

- Appendix A -Written statement of behaviour principles



### 1. Aims

- This policy aims to:
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

### 2. Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) on:
  - Behaviour and discipline in schools
  - Searching, screening and confiscation at school
  - The Equality Act 2010
  - Keeping Children Safe in Education
  - School suspensions and permanent exclusions
  - Use of reasonable force in schools
  - Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
- In addition, this policy is based on:
  - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
  - Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

### 3. Definitions

**Unacceptable behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Repeated breaches of the school's expectations
- **Serious unacceptable behaviour is defined as:**
- Any form of bullying
- Sexual violence and Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting



- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

#### **4. Bullying**

At Northstead, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and be confident that incidents will be dealt with promptly and effectively. We encourage our children to be 'upstanders' and stand up to bullying.

Bullying is defined as the repetitive, intentional harming of 1 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

**Bullying can include:**

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence



TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Prevention**

We will use various methods for helping children to prevent bullying. This will include:

- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem-solving approach using restorative practice
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour
- Provide information through notice boards, posters and Child line assemblies/posters.
- Provide support through playground buddies, friendship group and peer support.
- The anti-bullying policy works alongside the behaviour policy. This is discussed with the children in class so they are informed of the procedures
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encourage parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory. (see Remote Learning Online Safety policy)
- Encourage the children to be 'Upstanders' and stand up to bullying by telling trusted adults if they see it occurring.

### **Five key points for staff to consider when dealing with bullying:**

- Never ignore suspected bullying
- Don't make assumptions
- Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth
- Adopt a problem-solving approach which moves pupils on from justifying themselves
- Follow up repeatedly, checking bullying has not resumed



## **How bullying is reported at Northstead**

### **Procedures**

- Report bullying incidents to staff. The class teacher and SLT must be informed.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- Bullying incidents will be recorded through the detention book and incident form.
- The child/children bullying are asked to make a genuine apology.
- The school behaviour policy is followed to impose sanctions. In serious cases, internal or external exclusions will be considered.
  
- All staff will be informed of any bullying incidents and will be extra vigilant at all times of the extended day.
- Parents of all children concerned are informed.
- If necessary and appropriate, police/community support officers will be consulted.
- The school supports both the victim and the children who have bullied. If possible, the pupils are reconciled. Staff help children who have bullied to change their behaviour. This may involve Circle Time discussions, support in facilitating friendships and games on the playground, use of role play and drama, and the involvement of the Primary Outreach Support (Behaviour) team, working with groups or the whole class.

In determining whether an incident constitutes harassment or bullying, the context in which the incident occurs will need to be considered as well as the victim's understanding of the perpetrator's motives. Particularly vulnerable groups – refugees, newly arrived pupils, 'looked after' children are frequently the target of bullying behaviours

### **The school will:**

- Take all bullying problems seriously both of pupils and adults
- Investigate all incidents thoroughly
- Keep a written record of the incident, investigation and outcomes
- Ensure that bullies and victims are interviewed separately
- Obtain witness information
- Inform staff about the incident where a pupil is involved
- Inform appropriate staff where a member of staff is involved
- Ensure that action is taken to prevent further incidents

### **Such action may include:**

- imposition of sanctions
- obtaining an apology
- informing parents of both bully and bullied
- provide appropriate training
- provide mentor support for both victim and bully

### **Pupils who experience bullying will be helped by:**

- Having the immediate opportunity to discuss their experience with a member of staff who they feel comfortable with



- Knowing that they can report bullying and get help, which might mean keeping a record of the incidents that happen as evidence
- Ensuring that they feel safe again
- Helping to restore confidence and resilience
- Offering continuous pastoral support
- Being aware that they will get support from peers, staff and family and maybe the wider community.
- Where necessary working with local/national organisations to provide further or specialist advice and guidance
- Have the opportunity to face their bully in a safe space with a member of the SLT to do a restorative conversation

## **5. Roles and responsibilities**

### **The role of governors**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix A).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The role of the headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix B). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary. The headteacher will ensure that the data from CPOMS is reviewed, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **The role of all staff**

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

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

- Parents 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

## **6. Pupil code of conduct**



**Pupils are expected to:**

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, give all children the opportunity to learn
- Move silently around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Take responsibility by accepting consequences when they are given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

**Children at Northstead are expected to behave in a manner which reflects the school's core values:**

- **C**ommunity
- **O**pportunities
- **R**esponsibility
- **E**xcellence

Community	Opportunities	Responsibility	Excellence
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Respect our environment</div> <div style="text-align: center;"> Keep school tidy</div> <div style="text-align: center;"> Be helpful</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Sharing ideas</div> <div style="text-align: center;"> Attending extra-curricular clubs</div> <div style="text-align: center;"> Trying something new</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Being a role model</div> <div style="text-align: center;"> Learn from our mistakes</div> <div style="text-align: center;"> Using positive language</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Excellent behaviour</div> <div style="text-align: center;"> Excellent attitude</div> <div style="text-align: center;"> Excellent handwriting</div> </div>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Be respectful in corridors</div> <div style="text-align: center;"> Treat others as you would like to be treated</div> <div style="text-align: center;"> Include everyone</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Helping others with their learning</div> <div style="text-align: center;"> Participate in lessons</div> <div style="text-align: center;"> Being part of a team</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Using positive actions</div> <div style="text-align: center;"> Responsible attitude towards learning</div> <div style="text-align: center;"> Home learning</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Resilience</div> <div style="text-align: center;"> Excellent learning</div> <div style="text-align: center;"> Achievement</div> </div>

**7. Rewards and sanctions**

**Informal Reward Strategies that may take place across the school. This may include:**

- ❖ Verbal praise
- ❖ Positive postcards home
- ❖ Presenting work to SLT
- ❖ Stickers

**Formal Reward Strategies**

- Children are each linked to a class reward system called [www.classdojo.com](http://www.classdojo.com). This is an electronic representation of the class and their rewards. This is updated throughout the course of each lesson / day / term. Children collect 'Dojos' (virtual points) by demonstrating any of the whole school Northstead CORE values.
- CORE Value Posters displayed in the classroom show the children how they can achieve a dojo, these can be awarded at any time by any adult in school (**see posters below**)



<b>Community</b> 	<b>Opportunities</b> 	<b>Responsibility</b> 	<b>Excellence</b> 
Respect our environment Keep school tidy Be helpful	Sharing ideas Attending extra-curricular clubs Trying something new	Being a role model Learn from our mistakes Using positive language	Excellent behaviour Excellent attitude Excellent handwriting
Be respectful in corridors Treat others as you would like to be treated Include everyone	Helping others with their learning Participate in lessons Being part of a team	Using positive actions Responsible attitude towards learning Home learning	Resilience Excellent learning Achievement

### Dojo Rewards

<b>CORE Bronze award - 250 dojos</b>
Children will receive a certificate and will choose a reward from the bronze prize box.
<b>CORE Silver award – 500 dojos</b>
Children will receive a certificate and will choose a reward from the silver prize box.
<b>CORE gold award – 750 dojos</b>
Children will receive a certificate and will earn a gold badge which they can wear on their school tie
<b>CORE Platinum award – 1000 dojos</b>
Children will receive a certificate and be taken on a special trip at the end of the year to celebrate their amazing achievement. Children will also get their name on the Platinum awards winner board which will be displayed in school.

#### **Class wide rewards**

Children can work together in class to receive a class wide reward. Once the class earn 10 class wide rewards, they can choose a whole class reward voted for by the class.

#### **Star of the week**

Every week in our 'star of the week' assembly, the headteacher and teachers recognise individuals who consistently demonstrate our CORE values. These children are presented with 'Star of the Week' Certificates and 'Headteacher Awards'

#### **Stars of Northstead**

Each Term, two children from each class will be chosen to receive the prestigious 'Star of Northstead award' for always demonstrating our CORE Values in school. Parents of these children will be invited to a special assembly to watch their child receive their award.





**Consequences**

**Behaviour pathway (Only used if positive praise is not successful)**

The school operates a consistent behaviour system from EYFS to year 6, which is used to remind children to demonstrate our CORE values (see section 6) and to ensure they re-engage with their learning and do not disrupt the learning of everyone.

This pathway consists of the language reminder, warning, consequence (**see Behaviour Pathway below**).

If a child receives a consequence in the classroom, they could be asked to spend time in another classroom, have a restorative chat during their own time or complete a reflection at break/lunchtime.

**Break time and Lunchtime behaviour incidents**

Staff supervising break times and lunchtimes, will follow the behaviour pathway (Reminder, Warning, Consequence).

**Any** violence on a break/lunchtime will result in a consequence, the child will be sent to the PLR to reflect with a member of SLT/member of inclusion team, the length of the reflection will be dependent on the incident and/or the emotional state of the child. Parents will be informed of this via a phone call from a member of SLT.

**Monitoring of behaviour/ Ladder of intervention for behaviour**

<b>Level of need</b>	<b>Action</b>	<b>Outcome</b>
-3 or more visits to the PLR for support. - 5 consequences within a half term.	Behaviour lead will meet with the class teacher to discuss what is going well and what isn't and put actions in place to improve behaviour on a behaviour monitoring plan.  This will be monitored over a 4-week period. These actions could be transferred to the child's SEND provision plan if appropriate.	-Behaviour team and class teacher discuss actions to improve the child's behaviour.  -Individualised actions reduce the number of behavioural incidents.
Further consequences /suspensions /visits to the PLR for support.	If a child then receives further consequences whilst on the behaviour monitoring plan, then the behaviour lead will invite parent in to discuss and agree targets for a behaviour plan which will be monitored daily for 4 weeks.  -Parents will then be invited back into school to review the targets and decide whether the plan needs to continue or not.  -SEN and safeguarding team may complete referrals for external support if necessary.  <b>Children on behaviour plans, could receive further consequences such as loosing privileges such as playtimes and lunchtimes, not being able to attend school trips/ parties etc/ internal and external suspensions.</b>	-Staff and parents work together to unpick the reasons for behaviour.  -Individualised targets reduce the number of behavioural incidents.  -Child no longer needs a behaviour plan.  -The child receives the support that they need.
Persistent consequences/ suspensions.	If a child does not meet the targets on their behaviour plan this will be adjusted and will continue for a further 4 weeks and will be monitored closely.  -SEN/Safeguarding team may complete further referrals for external support if necessary.  If after 4 weeks the child's behaviour had not improved or has deteriorated further actions will be considered.	Alternative provision or offsite direction may be considered.   Suspension and Exclusion policy actioned.



### **Positive learning room (PLR)**

The positive learning room will be an alternative to the classroom for children who have a particular need, have received a sanction or need a space to calm down. In the PLR, children will have time to regulate and will then have a choice of completing their work in the PLR or back in the classroom. Some children will be able to take responsibility to use the PLR when they feel that they need to regulate their emotions but this will be specified on their provision plan.

If a child receives an instant consequence, they will be brought to the Positive learning room for a reflection and a restorative chat with a senior leader/member of the inclusion team, the length of the reflection will depend on the severity of the behaviour.

Please see below the Northstead Behaviour pathway.

## Northstead Behaviour Pathway

### Expectations and Reward

- > Praise
- > Dojos
- > Class wide rewards

### Reminder

- > Disrupting learning
- > Being unkind
- > Not following instructions

### Warning

- > Disrupting learning
- > Being unkind
- > Not following instructions

### Consequence

- > Persistently disrupting learning.
- > Dangerous behaviour.
- > Unacceptable language
- > Violence of any kind.

- I could spend some time in another classroom.
- I could lose some of my playtime or lunchtime.
- SLT could speak to my family about my behaviour.
- I may have a restorative chat with my teacher/SLT
- I could miss school trips or rewards.





### **8) Restorative practice**

A restorative, relational approach to behaviour looks to understand why something went wrong and to put things right so that everyone can move on and no one is left damaged.

At Northstead, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

If the child is calm and emotionally ready then they will reflect on their behaviour with their class teacher. This time should be spent answering the questions below when they return to class at break/ lunch or home time.

- ❖ **What happened?**
- ❖ **What were you thinking at the time?**
- ❖ **What have you thought about since?**
- ❖ **Who has been affected by what you have done?**
- ❖ **What do you think you need to do to make things right?**

### **9) Behaviour management**

#### **9.1) Classroom management**

All staff are responsible for setting the expectations to ensure the children demonstrate our CORE values at all times.

They will:

- Create and maintain a safe and stimulating environment that encourages pupils to be engaged in learning.
- Display the behaviour pathway and the CORE value posters in their classroom so the children understand the expectations.
- Develop and maintain positive relationship between staff and pupils, which includes:
  - ❖ Class teacher greeting every pupil in the morning on the door as well as checking in with them using the zones of regulation posters.
  - ❖ Establishing and consistently implementing clear routines
  - ❖ Highlighting and promoting high expectations of good behaviour
  - ❖ Concluding the day positively and starting the next day afresh
  - ❖ Using positive reinforcement and restorative practice

#### **9.2 Removal from classrooms**

Pupils will only be removed from the classroom when all behavioural strategies have been implemented, unless the behaviour is so extreme as to warrant immediate removal.

- Removal can be used to:
  - ❖ Restore order if the pupil is being unreasonably disruptive
  - ❖ Allow the disruptive pupil to continue their learning in a managed environment
- Pupils will be removed from the classroom for an appropriate amount of time (see section 7)

The school will put in place alternative approaches to behaviour management for pupils who are frequently removed from class, through involvement from the inclusion team.

#### **9.3 Confiscation**

**Any prohibited items (listed in section 3-definitions) 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, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation 2018.



#### **9.4) Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and create a provision plan for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

#### **9.5) Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection policy.

### **10) Restrictive Physical Intervention/restraint**

#### **Reasonable force**

- All members of school staff have a legal power to use 'reasonable force' This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers, or parents accompanying students on a school organised visit.
- As a general rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside this norm. Whenever they do so they should be clear about why it is NECESSARY. The best legal defence would be to show that any actions were in the child's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE, along with being for the LEAST AMOUNT of TIME, and using the LEAST AMOUNT OF FORCE.

#### **Restrictive Physical Intervention/restraint**

The methods of restraint approved for use in Northstead Community Primary school will always be pupil specific and follow the Securicare holds that staff are certified in.

All members of the Senior leadership team and many of our behaviour and inclusion team are trained to use de-escalation techniques and restrictive physical intervention holds to manage challenging behaviour and will use this training when there is a need or an emergency. This training was provided by Securicare and refresher training will be provided when needed. All staff have a duty of care to the pupils and to themselves.

The use of Restrictive Physical Intervention and reasonable force at Northstead School is in line with the DFE's guidance on the use of reasonable force as set out in this document:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff read the above document as part of their induction and adhere to this.

**Restrictive Physical Intervention/restraint 'is the positive application of force with the intent of holding the pupil in order to:**

- Restrict movement
- Restrict mobility
- Disengage from dangerous or harmful physical contact



**Schools can use reasonable force/restraint holds to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction 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
- Restrain a pupil at risk of harming themselves through physical outbursts
- Restrain a pupil if they are destroying school property.

**Physical Restraint must only be used:**

- as a last resort
- where any other course of action would be likely to fail
- when staff have good grounds for believing that immediate action is necessary
- when all other courses of action have been tried or the situation has developed so rapidly and to a degree that restraint must be used as the only justifiable response.
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

**The Physical Interventions holds that Northstead staff are trained to use are listed below. These holds are used to reduce the risk of harm/injury to staff and children:**

- Two person -support hold (Stage 1)
- Two person- secure hold (stage 2)
- Wrap and seated wrap

**(See diagrams below)**

**Young Person Two Person Support Hold (Stage 1)**

**1** Where possible, approach the young person from behind. Keep your hands raised and open for protection.  
 Use the hand furthest from the person to locate their shoulder; your other hand should locate and cover the elbow to protect against them striking out.



**2** Secure their upper limb by the shoulder and the elbow.



**3** Secure the aggressor's wrist with the hand on the inside and fix the elbow with your other hand.



**Two Person Secure Hold (Stage 2)**

**1** From the support hold-stage-one;



**2** Turn the hand holding the elbow palm up.



**3** Locate and grab your own wrist. Remember if you cannot keep hold, you can both agree to release and begin to negotiate again.



**Small Child Safe Hold (Wrap Standing)**

**1** This technique should only be used on a small child and where the person has the capability to physically hold the child correctly.  
 Approach the Child from behind.  
 First locate the person's shoulders.



**2** Slide your hands down the person's upper arms and locate their wrists.



**3** Push the person's arms forward crossing them in-front of their body. Exchange grips by swapping your hands over. Hold firmly by their wrists and avoid pulling the arms back as this will put pressure on the person's respiratory system.



It is vitally important that as soon as possible after an incident where appropriate a 'de-brief' for the child takes place. The dialogue should take place in a mutually agreeable and comfortable place once the child has re-established control and staff involved, feel ready. Its main aims are to continue the calming process, to explore with the child their responsibility for what happened, to identify alternative behaviours for the child to use and to develop a plan to re-enter the child back into the life of the school. Staff involved in RPI's, are entitled to a period for calming and recovery before re-engaging in normal duties. They will also be entitled to attend a debriefing session with a Senior Leader to clarify all aspects of the incident if they wish.



### **The Annex (independent space)**

If a restraint hold has been used then the child may be escorted to 'The Annex'. The Annex is a safe space, consisting of soft furnishings where the child can have time alone to regulate. The child will be monitored throughout their time in the annex and every 5 minutes, the child will be asked if they are calm and ready to talk. An adult will enter the annex to be with the child once they feel they are not at risk of injury. If a child is taken to the annex parents will be contacted.

### **Recording and monitoring**

It is important that a detailed, written report is provided as soon as possible, of any occasion where reasonable force is used. It may help prevent misunderstanding or misrepresentation of the incident. Staff involved will be asked to record the incident as soon as possible onto CPOMS. Where an injury has occurred, the accident book should also be completed. Accurate recording is essential to provide a permanent record of the event surrounding the use of physical restraint, this information must be shared with parents on the same day.

### **11) Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

#### **The school's response will be:**

- ❖ Proportionate
- ❖ Considered
- ❖ Supportive
- ❖ Decided on a case-by-case basis

#### **Sanctions for sexual harassment and violence may include:**

- ❖ Carrying out a risk assessment if needed.
- ❖ Supervision from adults
- ❖ Removal from classrooms
- ❖ Exclusions

### **11) Off-site behaviour**

Sanctions may be applied where a pupil has shown unacceptable behaviour off-site when representing the school.

When the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

**Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:**

- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school



Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **12) Malicious allegations**

Where a pupil makes an allegation against a member of staff or pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

### **13) Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff in the transition meetings.

### **14) SEND**

Children who are identified as having a significant educational need may respond to an individualised behaviour system and this will be discussed with parents/carer and the child should the need arise. We may work together to write a Northstead Provision Plan which will support your child in managing their own behaviour and working to improve this.

### **15) Training**

Our staff are provided with regular training on managing behaviour, including proper use of restraint and de-escalation.

Behaviour management will also form part of continuing professional development.

### **16) Fixed-term and permanent suspensions**

**The reasons below are examples of the types of circumstances that may warrant a suspension/permanent exclusion:**

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Damage to school property
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

**Before any suspension is decided an investigation with all staff involved will take place.**

- Following an investigation, only the Headteacher or a designated member of the senior leadership team have the authority to suspend a child. The head teacher may exclude a pupil for one or more





fixed periods, for up to 45 days in any one school year. The head teacher may also suspend a pupil permanently. It is also possible for the head teacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this.

- If the head teacher suspends a pupil, he informs the parents immediately, giving reasons for the suspension. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The head teacher informs the LA and the governing body about any permanent exclusion and about any fixed-term suspensions beyond five days in any one term.
- The governing body itself cannot either suspend a pupil or extend the suspension period made by the head teacher.
- The governing body will convene a disciplinary panel if needed, which is made up of three members. This panel considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

### **17) Monitoring arrangements**

This behaviour policy will be reviewed by the head teacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log on scholar pack. At each review, the policy will be approved by the head teacher and governing body.

The written statement of behaviour principles (appendix A) will be reviewed and approved by the governing body annually.

### **Appendices**

#### **Appendix A -Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All staff take opportunities to build positive relationships with the children.
- All pupils, staff and visitors are free from any form of discrimination
- All children will be provided with a daily opportunity to voice their feelings.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions through restorative practice
- Families are fully informed of behaviour incidents to foster good relationships between school and home life.