BEHAVIOUR, BULLYING & POSITIVE HANDLING POLICY

St Nicholas School is working towards the UNICEF Rights Respecting School Award and promotes rights respecting values in all its policies

The Governing Body of St Nicholas School formally adopted

This Policy on 22nd November 2018 Covid Addendum added May 2020

To be next reviewed in November 2020

Signed _____ Headteacher

Signed _____ Chair of Governors

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BEHAVIOUR, BULLYING & POSITIVE HANDLING POLICY

The Governing Body of St Nicholas School supports both the Management Team and the Staff in creating an environment which encourages and supports good behaviour.
It acknowledges that society expects good behaviour as an important outcome of the educational process.

AIMS
- Create an environment which encourages and reinforces good behaviour
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive as well as negative behaviours
- Ensure that the school's strategies and expectations are widely known and understood
- Encourage Home and School to work in partnership in the implementation of this policy
- To encourage respect for cultural differences
- To encourage respect for property belonging to themselves and others

STANDARDS OF BEHAVIOUR
The application of any behaviour policy requires a degree of flexibility.

The pupils bring to school a wide variety of behaviour patterns based upon diversity of opinion, cultural and ethnic background, specific behavioural conditions and levels of developmental understanding. The School pursues standards of behaviour based on the principles of honesty, respect, consideration and responsibility.

SCHOOL ETHOS
It is the responsibility of all adults working in the school to model high standards of behaviour.

As adults we will:-
- Create a positive climate with realistic expectations
- Emphasise the importance of being an individual within the group
- Promote honesty and courtesy through example
- Provide a caring and effective learning environment
- Encourage kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability, disability and sexuality
- Show appreciation of the efforts and contribution of all
- Consistently apply the rules
- Ensure that the school rules are embedded and respected

TEACHING AND LEARNING
At St Nicholas School we believe that an appropriately structured curriculum and quality teaching contributes to effective learning and good behaviour.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop thinking skills, knowledge and understanding which in turn enable children to work and play in co-operation with others.

Praise is used to encourage good behaviour as well as good work and whenever possible negative issues discussed as a private matter between teacher and pupil. Effort is valued and progress matters.

Classroom management and teaching methods have an important influence on children's behaviour

Classrooms should be organised appropriately to ensure:
- resources are accessible to reduce disruption
- displays value every pupils contribution
- a quiet area is available for individual work

RULES AND PROCEDURES

Rules and procedures are designed to help the pupils to achieve acceptable standards of behaviour. Rules should be displayed in classrooms and around the school.

Rules should be:
- Kept to a necessary minimum
- Stated positively (Telling children what to do rather than what not to do)
- Explicit
- Consistently applied and enforced taking into account the needs of the individual
- Communicated using strategies that the pupil understands including visual support when necessary.

At St Nicholas we promote a strong sense of ownership and community.

CLASS CHARTERS

Every class has a class charter in their room. These are based on the UN Conventions on the Rights of the Child (CRC). The charter for a rights respecting classroom sets out:
- The rights selected which children and adults consider to be the most relevant in their class. The rights are worded in a language that is meaningful to the children.
- The actions agreed between all children and adults to ensure the rights can be realised and enjoyed by everyone.
- Who has agreed the charter. This is often done by everyone signing it with their name or picture.

As well as a class charter, we also have a Playground Charter written by the children in Years 5 and 6 but agreed by the whole school.

SCHOOL RULES
- Indoor voice
- Listen to others
- Be kind
- Follow Instructions
- Try hard

SANCTIONS

Although rewards are central to the encouragement of positive behaviour, realistically there is a need for sanctions to register unacceptable behaviour and to protect the security and stability of the school community.

Within St Nicholas School discipline is characterised by certain features:-
- Clarity as to why the sanction is being imposed
- An explanation of the changes of behaviour required to avoid repetition
- Criticism of the behaviour not of the person

Staff should ensure that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are proving ineffective, careful evaluation of the curriculum on offer, classroom organisation and management as well as whole school procedures take place to eliminate these as contributory factors.

Additional specialist help and advice may be sought by the Head Teacher from relevant support agencies.

COMMUNICATION AND PARENTAL PARTNERSHIP

High priority is given to effective communication within St Nicholas School and with parents.

Parents are supported and encouraged to be actively involved in their child's learning and behaviour.

The school communicates policy and expectations to parents and where behaviour is causing concern they will be informed at an early stage with the opportunity to discuss the situation.

ADDITIONAL STRATEGIES TO SUPPORT POSITIVE BEHAVIOUR
- Behaviour Plans
- Social Stories
- Individual Timetables/ visual aids
- Sensory Activities/Resources
- Working with parent to ensure continuity and consistency

ANTI –BULLYING POLICY

Definition

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Types of bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Categories of bullying include the following:

- Verbal
- Physical
- Emotional
- Cyber

Statutory implications

Under the Equality Act 2010, the school understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

At St Nicholas School we aim to promote racial equality, counteract racism and foster good race relations across all aspects of school life.

The LA is informed termly of any incidents of bullying or racial harassment.

Prevention

- Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.

- Bullying is discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.

- Changing and organising seating arrangements in class helps to prevent instances of bullying.

- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.

- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

- All members of the school community are made aware of the school's Anti-Bullying Policy.

- All staff members receive training on identifying and dealing with bullying.

A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.

Signs of bullying

Some of the signs that a pupil may be victim of bullying include, but are not limited to the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

Staff principles

- Prevention is at the forefront of the school's Anti-Bullying Policy.

- Staff treat reports of bullying very seriously.

- Staff do not ignore signs of suspected bullying.

- Unpleasantness from one pupil towards another is always challenged and never ignored.

- Staff take action immediately; this applies to all staff, not solely teaching staff.

- Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to.

- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

Roles and responsibilities

- The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.

- It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

- The headteacher reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

- The headteacher keeps a record of all reported incidents and provides appropriate training for staff members.

- Class teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.

- All staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's Class teacher of such observations.

- Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying.

- Teaching assistants often the first people to receive reports of bullying, offer emotional support to victims, and alert the class teacher

- Parents/carers are advised to inform their child's Class teacher if they are concerned that their child may be bullied or be involved in bullying.

- Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.

- Pupils are taught not to make counter-threats if they are victims of bullying.

- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.

- Pupils are advised to retain all evidence of cyber-bullying.

Procedures

Minor incidents are reported to the pupil's Class teacher, who investigates the incident, sets appropriate sanctions for the perpetrator, and informs a member of SLT of the incident and outcome.

When interviewing a pupil who may be the victim of bullying, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

Sanctions

- If the member of SLT is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

- The member of SLT informs the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.

- If possible, the member of SLT will attempt reconciliation and will obtain a genuine apology from the bully. This will be based on the ability of both the perpetrator and the victim's ability to understand the situation.

- The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

- Parents/carers are informed of bullying incidents and what action is being taken.

- The class teacher informally monitors the pupils involved over the next half-term.

Support

- The Class teacher informally checks whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying.

- If necessary, group dynamics are broken up by members of staff by assigning places in classes.

- The victim is encouraged to tell a trusted adult in school if bullying is repeated.

- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

Follow up support

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

Bullying outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

CYBER BULLYING

What is cyber bullying?

For the purpose of this policy, "cyber bullying" includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology for the purpose of bullying.

Cyber bullying can take many forms and can go even further than face-to-face bullying by invading home and personal space, and can target more than one person. It can also take place across age groups and target pupils, staff and others.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips via mobile phone cameras
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chat-room
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive and cyber bullying may take other forms.

All cases of cyber bullying at name of school are considered to be as serious as any other form of bullying.

Cyber bullying issues are dealt with in an appropriate manner dependent on the severity and frequency of the issue, in accordance with the school's Anti-bullying policy.

Roles and responsibilities

- The headteacher is responsible for the practices and procedures outlined in this policy and ensuring that their effectiveness is monitored.

- The headteacher is responsible for ensuring that the school maintains details of agencies and resources that may assist in preventing and addressing cyber bullying.

- The headteacher is responsible for reviewing the procedures outlined in the school's E-safety Policy to ensure that pupils protect themselves from cyber bullying online.

- The headteacher is responsible for ensuring that all incidents of cyber bullying are reported and dealt with in accordance with the school's Anti-bullying Policy.

- All members of staff are responsible for identifying signs of cyber bullying and staying informed about the technologies that pupils commonly use.

- Teachers are responsible for ensuring that issues surrounding cyber bullying are explored in the curriculum and pupils are aware of how to respect others.

- Pupils, staff and parents/carers are responsible for complying with the Acceptable Use Agreement.

Preventing cyber bullying

- The school recognises that both staff and pupils may experience cyber bullying, and will commit to preventing any instances that may occur by creating a learning and teaching environment which is free from harassment and bullying.

- Staff, pupils and parents/carers will be regularly educated about cyber bullying and the importance of staying safe online, in accordance with the school's E-safety Policy.

- Teachers will discuss cyber bullying as part of the curriculum, and diversity, difference and respect for others will be promoted and celebrated through various lessons.

- Pupils will be educated about the importance of reporting instances of cyber bullying and will be fully informed of who they should report any concerns to.

- The school will provide opportunities to extend friendship groups, and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities, etc.

- Staff will be regularly educated about the signs of cyber bullying in order to promote early identification and intervention.

Signs of being cyber bullied

- All members of staff will receive training on an annual basis on the signs of cyber bullying, in order to identify pupils who may be experiencing issues and intervene effectively.

- Staff will be alert to the following signs that may indicate a pupil is being cyber bullied:

  - Becoming withdrawn or shy
  - Showing signs of depression
  - Becoming extremely moody or agitated
  - Becoming anxious or overly stressed
  - Displaying signs of aggressive behaviour
  - Avoiding use of the computer
  - Changing eating and/or sleeping habits
  - Avoiding participating in activities they once enjoyed
  - Engaging in self-harm, or threatening/attempting suicide
  - Changing their group of friends suddenly

- Staff will also be alert to the following signs which may indicate that a pupil is cyber bullying others:

  - Avoiding using the computer or turning off the screen when someone is near
  - Appearing nervous when using the computer or mobile phone
  - Acting in a secretive manner when using the computer or mobile phone
  - Spending excessive amounts of time on the computer or mobile phone
  - Becoming upset or angry when the computer or mobile phone is taken away

- Parents/carers will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of cyber bullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in 6.2 and 6.3 of this policy.

Procedures for dealing with cyber bullying

- Responses to cyber bullying incidents, including the necessary sanctions, will be dealt with in accordance with the school's Anti-bullying Policy.

- Any cyber bullying incidents that involve members of staff will be dealt with in accordance with the school's Staff Anti-bullying Policy and Allegations Against Staff Policy.

- Staff are required to report any concerns to SLT, who will investigate the matter and will conduct an appropriate response.

- All incidents of cyber bullying, including any concerns, will be recorded and kept by the headteacher.

- The member of SLT will arrange a discussion with the victimised pupil in order to gain knowledge about the situation, and will use this to inform a discussion with the pupil who has been accused of cyber bullying.

- The member of SLT will discuss the incident with any witnesses and will gain evidence of the cyber bullying incident; this may involve text messages, emails, photos, etc., provided by the victim.

- The school understands that pupils at primary level, and particularly younger children, may not be aware of their actions and, as such, may not mean to intentionally cyber bully another pupil.

- The member of SLT will take into account the nature of the cyber bullying incident and the way in which it has been conducted, including if it is evident that it was intentional or if the pupil's age and knowledge of cyber bullying is a contributing factor to the incident, when deciding on the appropriate sanction.

- If necessary, the headteacher may decide to involve the police for appropriate response to the cyber bullying incident.

- If necessary, the headteacher will liaise with the e-safety officer when issuing an appropriate sanction, such as by removing internet access, monitoring the pupil's internet use, etc., in accordance with the E-safety Policy.

Support for the pupil being bullied

- The headteacher will discuss the support available with the victim and, therefore, their feelings and requests are paramount to the support provided.

- The support available includes:

  - Emotional support and reassurance from a member of school staff
  - Referral to a therapist such as a play therapy or music therapy

- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with the pupil's parents/carers to ensure a continuous dialogue of support.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent/carer or a member of staff.
- Advice on other aspects of e-safety procedures to prevent re-occurrence.
- Discussion with the pupil's parents/carers to evaluate their online habits.
- Age-appropriate advice on how the perpetrator might be blocked online.
- Actions, where possible and appropriate, to have offending material removed.
- Discussion with the pupil's parents/carers on whether police action is required (except in serious cases of child exploitation where the police may be contacted without discussion with parents/carers).

- The school will also use additional support, such as involvement with external agencies such as the Police or Social Care.

POLICY FOR PHYSICAL INTERVENTION

PURPOSE

The aim of this policy is to ensure a safe and happy environment, where everybody in the school community feels safe and respected.

The objectives of this policy are:

- To provide a safe learning environment.
- To provide a framework in which all staff who come into contact with pupils are clear about their roles and responsibilities within the context of positive handling

BACKGROUND TO THE POLICY

The 1996 Education Act (Section 55O A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom, during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Serious self – injuring
- causing injury to others
- committing a criminal offence
- damaging school property

DEFINITIONS OF POSITIVE HANDLING.

Positive Handling involves the use of 'reasonable force' necessary to prevent a pupil harming himself/ herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause (paragraph. 3.4 page 10)

(DfES Guidance ref: LEA/0242/2002 – contact DfES SEN Schools Team)

- 'Reasonable force', can be described as the use of control or restraint just as much as is needed.

Types of control include:

- passive physical contact, such as standing between pupils or blocking a pupil's path
- active physical contact, such as leading a pupil by the arm.
- Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum.

Types of force include:

- holding a pupil back
- in more extreme cases, using appropriate restrictive holds.

Restraint involves 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.
The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

The use of restrictive holds should be avoided wherever possible, and should only be administered by staff with specific expertise or training.

What does the law say?

The Education and Inspections Act 2006 enables school staff to use necessary force to prevent a pupil from:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupils)
- prejudicing the maintenance of good order and discipline at the school.

It is always unlawful to use force as a punishment

Use of Physical Intervention at St Nicholas

At St Nicholas School, physical intervention may need to be used as a last resort, usually to ensure their safety and/or that of others or to prevent serious disruption. Staff have the authority to intervene physically with pupils under these circumstances, but should only do so if they have received training to ensure they act safely.

Any use of physical intervention should be considered in view of the following risks:
- Staff or pupils may be injured.
- Pupils become over reliant on adults to help them and do not develop independence.
- Pupils may act in a way to provoke physical handling because they enjoy it.

Many occasions when children appear not to co-operate are due to communication difficulties, so it benefits them to try alternative strategies before using positive handling.

This could include
1. Symbols
2. Makaton
3. Allowing processing time /waiting time
4. Use of objects of reference and motivating objects.
5. Now and Next Boards / let's make a deal cards
6. Distraction, humour, or play. This works particularly well for children with Down syndrome.

For children where there is a regular need for physical intervention, an **Individual behaviour plan** should be created which includes the best strategies to use before physically intervening (see below).

De-escalation strategies

In St Nicholas school, staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Reasonable force will only be used as a last resort when all other behaviour management/ de-escalation strategies have failed or when pupils, staff or property are at risk

De-escalation strategies include
- Verbal advice and support
- Using diversion
- Using diffusion
- Using negotiation
- Choices/consequences
- Time out offered
- Re-assurance
- Planned ignoring
- Humour

AUTHORISED STAFF

All school staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Staff have a duty to inform the Senior Management team of any injuries which affect their ability to handle children.

TRAINING
- Training for all staff will be made available and will be the responsibility of the Headteacher. Staff have been trained by Dynamis training in June 2018.
- No member of staff will be expected to undertake the use of reasonable force without appropriate training.
- St Nicholas School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The Governors of the school are committed to working within the LA's framework for accessing training in that: - It will review its behaviour /positive handling policy on at least a two-year cycle.
- Training will be delivered on a needs based approach and procedures are in place to monitor incidents.

RECORDING
Where physical control or restraint has been used a record of the incident will be kept.
- In circumstances physical intervention is used as part of a behaviour plan, incidents should be monitored and recorded using Form 1.
- For other types of incident where the necessity to intervene has been more urgent a record should be made on a serious incident form (Form 2).

The serious incident form will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by the class teacher

The serious incident form will be placed on the pupil's file and a copy given to the Headteacher/Deputy Headteacher.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:
• pupil's behaviour and level of risk presented at the time of the incident;
• degree of force used;
• effect on the pupil or member of staff;
• the child's age and developmental level.

A Health and Safety Accident/Incident Form will be completed and returned to the Headteacher in situations where injury has occurred to either members of staff or pupils.

It is important to ensure that staff and children are given basic first aid treatment for any injuries that require treatment. Where staff and pupils have been involved in an incident involving reasonable force they should have access to emotional support. Debriefing must take place on the same day as the incident if possible

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

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

INDIVIDUAL BEHAVIOUR PLANS
An Individual Behaviour Plan
- Provides a structured intervention to manage pupil behaviour
- Is designed to support the pupil to modify or change certain behaviours
- Is consistent with the objectives in the child's EHCP

An Individual Behaviour Plan should include
- The target behaviours causing concern
- The triggers for this behaviour
- Strategies to address the behaviour

Reference to Pupil to EHCPs and Pupil Passports

The pupil's individual behavior plan will be drawn up in consultation with SLT involving a member of staff who has knowledge and understanding of the child's needs, taking into account the requirements of the EHCP and the Pupil passport. These strategies should be consistent with the EHCP and may inform the next annual review.

The Behaviour Plan should be agreed with parents. All members of staff working with the pupil need to be involved in the development of the plan. The Behaviour Plan should be discussed with the pupil where appropriate. The Behaviour Plan needs to be reviewed at regular intervals. The completed plan should be shared across the school so that all staff know how to deal with the pupil.

COMPLAINTS
The availability 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 investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Use of physical force that is unwarranted, excessive, or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force should be dealt with under school disciplinary procedures.

Covid-19 Addendum to Behaviour, Bullying and Positive Handling Policy
May 2020

This addendum has been written in response to COVID-19 and government guidance to "identify any reasonable adjustments that need to be made for students with more challenging behaviour." It relates to keyworker or vulnerable children already attending school and other pupils as they return.

Any pupil at school who is carrying Covid-19 presents a risk of transmission of the virus to other children and staff regardless of behaviour. If a child does not have Covid-19, they cannot transit it even if their challenging behaviour includes spitting or biting.
Challenging behaviours will be dealt with in line with usual policy, with an emphasis on prevention and de-escalation. Staff will be mindful that many pupils may need a settling in period following lockdown and reduce demands that may increase anxiety, e.g. unnecessary transitions.
Pupils who display challenging behaviours, i.e. spitting, biting, scratching will be identified and individual risk assessments carried out. Where these children already have individual behaviour plans, these should be amended to reflect the current situation where necessary.
Additional staff will be deployed with due regard to individual risk assessments and behaviour plans.
Risk will be reduced to those within the same 'bubble' (see Covid-19 Risk Assessment for details).
Where pupils are withdrawn from class due to challenging behaviour, they will use available spaces within the area of their 'bubble' with staff from the same 'bubble' or SLT when necessary.

APPENDIX 1

REWARDS:

- Praise
- Stickers
- House Points
- Star of the Week
- Acknowledgement from peers and/or adults including SMT

Rewards should:
- Be instant
- Build confidence and self esteem
- Be age appropriate
- Result in pupil being satisfied with what they have done.

EXAMPLES OF SANCTIONS

- ➢ Use of 1,3 and 5 minute 'Timers' inside or outside the classroom
- ➢ 'Time Out' in another classroom
- ➢ Removal or privileges eg.
    - playtime
    - school trips
- ➢ restraint (only in cases of risk to pupil or staff Health and Safety and in line with accepted guidelines).
- ➢ Exclusion in cases of extreme risk to Health and Safety and consistent disruption of other pupils learning.

Sanctions should

- ➢ Be clearly communicated
- ➢ Time limited
- ➢ Age appropriate
- ➢ Proportionate to the behaviour

➢ FORM 1: ONGOING RECORD OF THE USE OF REQUIRED AND/OR REASONABLE FORCE

Name of Pupil _____

All pupils where this form is used should have a Behaviour Plan
This report should be completed as soon as possible after the incident by the person(s) involved.

Date and time of incident: _____

Place: _____

Staff involved: _____

Description of what happened and what force was used

Date and time of incident: _____

Place: _____

Staff involved: _____

Description of what happened and what force was used

Date and time of incident: _____

Place: _____

Staff involved: _____

Description of what happened and what force was used

FORM 2   RECORD OF THE USE OF REQUIRED AND/OR REASONABLE FORCE FOR SERIOUS INCIDENTS – FOR SLT RECORD/ Pupil File

This report should be completed as soon as possible after the incident by the person(s) involved. Use bullet points where possible to highlight key aspects of incident.

Name of pupil: _____

Class: _____

Date and time of accident: _____

Place: _____

Staff involved: _____

Witnesses Staff/Pupils: _____

_____

Concise details of how this incident began including the nature of the pupil's behaviour.

What strategies, other than physical control, did staff employ in an attempt to defuse the situation?

What measures were taken to avoid harm to the pupil?

Description of the physical intervention/control/restraint used, including the degree of force used, how applied and for how long?

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Record of any injuries to staff/pupils.

Record of any damage to property.

What measures were taken to ensure that pupil was calm after this incident?

Signature: _____ Date: _____

Report passed to Senior manager (name):_____

Reported to Parents_____