

St Ann's Well Academy

Working together to achieve success

Behaviour Management Policy

Reviewed: September 2021

Behaviour Management Policy

Reflection, Forgiveness and Reconciliation

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of L.E.A.D. academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

The school policy for behaviour management was developed and agreed by the whole staff.

Our collective aim is to enable all children in school to achieve their educational potential and it is vital that we maintain acceptable standards of behaviour in the classroom and around the school in order to achieve this.

The implementation of this policy is the responsibility of all of the staff within the school community.

Legislative Framework

Education and Inspections Act 2006: Section 88.

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour

Aims

The aims of this policy are:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To enable the children to consider the feelings of others and decide on alternative paths of action for the future
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school
- To be in line with our legal duties in respect of safeguarding and SEND needs.

The above aims will be best achieved in the framework of a relaxed, pleasant atmosphere where pupils are able to give their best both in the classroom and extra curricular activities, and are encouraged and stimulated to fulfil their

potential. In order to achieve this, a positive policy of encouraging appropriate attitudes, reward and praise is necessary.

However, there will be occasions when the behaviour of pupils does not reach the expected standard, and on these occasions the staff at St Ann's Well Academy will follow through on consequences.

Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave. The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered and well-motivated school. All members of staff need to be aware at all times of the need to promote the positive ethos of the school and accept the shared responsibility for the welfare of pupils.

Our Behaviour Policy is based on the Five Pillars of Pivotal practice Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

St Ann's Values

We strive to educate our pupils in a calm, caring, consistent environment, which embodies life long values. We have defined these values as; responsibility, kindness, respect, honesty, teamwork and positivity.

St Ann's Behaviour Expectations

Our school behaviour expectations applied consistently and fairly, will ensure that all pupils have a right to learn and all staff have a right to teach. Staff and visitors in school are positive role models for our children. Everything that we do, all our words, actions, postures, planning, organisation and also what we do not do, contributes to behaviour. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times.

At the beginning of each academic year, pupils will revisit the school behaviour expectations under the direction of the new teaching team.

Be Ready
Be Respectful
Be Safe.

The above behaviour expectations will look different at different day parts and staff will ensure that these expectations are clear. Having clearly defined rules, routines and rituals will help you to remain consistent on difficult days.

At St Ann's Well Academy, we have agreed that we expect to see from all of our staff, governors, trustees and visitors the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, catches students being positive, recognise and praise good conduct publicly, confident with a smile, staff aiming for "win/win situations and using de-escalation.

We expect all STAFF to:

- 1) Meet and Greet
- 2) Use personal, sincere praise all day
- 4) Use Class Dojo consistently

We expect all Leaders to understand their responsibility to create a positive climate across the school. All LEADERS will:

- 1) Meet and Greet
- 2) Walk around and be visible when able to
- 2) Go into lessons to catch students being positive
- 3) Stand by staff to support behaviour which has fallen below expectations

We expect Senior Leaders to:

- 1) Be visible at lesson changeovers and social times/lunch times

2) Carry out regular learning walks to support and coach and model expectations

Behaviour Management Strategies

Teaching and Learning

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. We aim to establish and maintain routines in the classroom and to train staff and pupils to observe these routines. This helps to maintain boundaries and support the pupils to self-manage their behaviours.

We establish and insist on **relentless** routines for:

- Entering the classroom
- Seating arrangements
- Distributing and using the equipment needed
- Transition times
- Clearing the classroom at the end of sessions, especially end of day.

These standards must be modelled by ALL staff and visitors to our school.

Positivity, Praise and Reward

At St Ann's Well, we value positivity as a major tool in supporting children to manage their own behaviour. We recognise and reward learners who 'meet' and go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

Positive, public praise and recognition motivates the children to observe the rules and is key to developing good relationship, including for those learners who are hardest to reach. Whenever possible, rather than drawing attention to disruptive behaviour, the teacher deliberately focuses on children who are behaving well.

Praise in Public

Recognising and rewarding expected or better behaviour include:

- **ClassDojo points given** – home and school link
- Public written acknowledgement by presentation at weekly celebration assembly to which parents are invited
- Positive notes sent home via ClassDojo or postcard
- A public word of praise in front of a group, a class, a year or the whole school
- A visit to the Head Teacher for commendation
- Stickers given out
- Name up on the class Recognition Board – class focus
- KS1 – Star of the Day – pupils wear a lanyard identifying they are the star.

Recognising and rewarding consistent 'over and above' behaviour:

Pupils who consistently go 'over and above' in both their behaviours for learning and behaviour (conduct) are identified and rewarded by the headteacher every week.

- Hot Chocolate Friday

Addressing behaviours which fall below expected standards

Wherever possible, before tackling behaviours below expected standards staff deliberately focus and give attention to pupils showing the expected standard, reinforcing the expectation. However, there must be a vehicle for dealing with behaviour which fall below the expected standards, which disrupt their own learning and that of others.

Learners are held responsible for their behaviour.

| | |
|--|--|
| Staff will be consistent and calm when dealing with behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Where possible, steps to be delivered in private to the child. | |
| Step 1 - The reminder | A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner where possible. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. |
| Step 2 - The caution | A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged: Name is recorded on recording sheet. |
| Step 3 – The time-out / private conversation | The learner is asked to speak to the teacher away from others (as far as possible) - Boundaries are reset - Learner is asked to reflect on their next step - Again they are reminded of their previous conduct/attitude/learning - Learner is given a final opportunity to reengage with the learning / follow instructions Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. A tally mark is recorded next to the name on the recording sheet. |
| Step 4 – Consequence (sanction) | If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will receive a second strike against his name on the recording sheet, resulting in 15 mins playtime detention. |
| Step 5 – Paired Class | Pupils must be sent with appropriate work If the learner continues to make the wrong behaviour choices, they will be asked to leave the room and escorted to a paired class to complete work, for the rest of the session. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room. Receive a third strike against his name. |
| Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. | |
| Alternative and appropriate sanctions: <ul style="list-style-type: none"> • Extra work or repeating unsatisfactory work until it meets the required standard • Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day • Missing break time • Detention including during lunch-time • School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti. | |

Persistent behaviour which falls below expectations will result in a request for parental involvement. The strategies used will be bespoke in nature, but here are some examples:

- Daily home-school report
- End of week phone call
- Weekly meeting.

Seriously unacceptable behaviour

Seriously unacceptable behaviour disrupts the orderly running of the school and results in the use of a 'Behaviour Form' system.

Unacceptable behaviour is listed as:

- Persistent repetition of lower level behaviours
- Absolute defiance
- Wilfully damaging property or damaging property as a result of a more serious misdemeanour
- Throwing dangerous objects with the intention to hurt
- Swearing
- Refusal to cooperate with requests
- Removing themselves from close supervision i.e. running out of the class without permission/ running away from a member of staff
- Discriminatory comments
- Aggressive behaviour towards others
- Stopping other children from learning (through persistent behaviour choices)
- Peer of peer abuse

*this list is not exhaustive

A 'Behaviour Form' is completed in private and parents are contacted. The following actions could be taken:

- Sanctions
 - playtime and lunchtime detention(s)
 - timeout in another class
 - internal exclusion
 - complete work in own time
 - pay back linked to the behaviour
- Staged response – meeting arranged with class teacher and pupil
 - meeting arranged with class teacher and parent(s)
 - meeting with Deputy Headteacher and parent / pupil
 - meeting with parent and Headteacher
 - meeting with SENCo
 - meeting with behaviour support.
- Home-school report set up – at any time agreed by school and parent.

Individual Behaviour Plans (IBP)

Some pupils may require additional support at some time to work within our school behaviour expectations. Risk assessments and where appropriate individual handling policies will form part of a child's IBP. In such cases an IBP will be drawn up by a member of SLT, class teacher, parent and pupils.

If a child seriously fails to achieve the targets set or continues to be disruptive/badly behaved, a meeting will be arranged as appropriate for the child, parents and appropriate member of staff to closely monitor progress. In addition to this, as appropriate involve other agencies.

Ultimately a child who refuses to behave in an acceptable way may be excluded from the school, for example, violent assault on another child or an adult, verbal abuse/threatening behaviour against a pupil and an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour.

At any time, the school may request the support of Behaviour Support Team or Educational Psychologists.

Exclusion

The Headteacher (or Deputy Headteacher in the head's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the governing body within 15 days of the exclusion being announced), taking into account all the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Headteacher will consider the following as part of their decision making process:

- Has the school followed the school behaviour management policy and procedures? Could any other sanctions have been used?
- Have the school done everything that they can to support the child? Does the child have any recognised difficulties that could impact on them?
- Would allowing the child to stay in school seriously harm the education and welfare of other pupils and adults? Once all considerations have been made and if the decision to exclude is agreed the school will follow LA guidelines and procedures.

Exceptional incidents may lead to an immediate fixed term exclusion.

Pupils whose behaviour at lunchtime is disruptive maybe excluded from the school premises for the during of the lunchtime period. The headteacher/deputy headteacher will notify parents of this decision. Lunchtime exclusions are counted as half a school day.

A decision to permanently exclude a pupil will be take only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

A decision to exclude a child permanently is a serious one. There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one of' offence. These might include:

- a) Serious actual violence against another pupil or member of staff;
- b) Sexual abuse or assault
- c) Supplying an illegal drug; or
- d) Carrying an offensive weapon.

Peer on peer /child on child abuse

All staff recognise that children are capable of abusing their peers (including online).

Staff recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported

Staff to refer to the school's:

Anti-Bullying policy for full procedures on 'bullying' related incidents, including cyberbullying
Safeguarding policy, appendix 3 and 4 for all peer on peer abuse including bullying and sexual violence, harassment, sharing of nudes, upskirting and hazing.
Online safety policy

Please see below summarised procedures / expectations for dealing with peer on peer abuse:

- All confidently reported abuse to be treated seriously;
- All allegations of peer on peer abuse will be recorded on My Concern by member of staff and followed up in the equality log;
- All allegations will be investigated and dealt with;
- There is a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously;

and the different forms peer on peer abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.
- consensual and non-consensual sharing of nudes and semi-nude images
- upskirting (which is a criminal offence³⁷)
- initiation/hazing type violence and rituals.

Restrictive Physical Intervention (RPI)

It is recognised by us that there may be occasions when a pupil's behaviour necessitates physical intervention. The DfE clarifies schools responsibilities under the guidance 'The use of Reasonable Force' July 2013, stating that teachers and other staff (who have been authorised by the head teacher) and have lawful control or charge of pupils, have the power to reasonable force in situations where:

- Action is necessary in self – defence or because of imminent risk of injury
- There is a developing risk of injury, or significant damage to property
- A pupil is behaving in a way that is in a way compromising good order and discipline.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

By law, school staff are able to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. However, our school will seek to keep the use of 'reasonable force' to an absolute minimum. If the school identifies a pupil, who is demonstrating behaviours, which could result in physical handling a risk assessment will be carried out, an individual behaviour plan will be put in place and parents, staff and professionals will be part of this process.

Any form of corporal punishment in the school is illegal, and this ban is absolute. Our school principles are:

Everyone attending or working in this school has a right to:

- Be treated with respect and dignity
- Learn and work in a safe environment and,
- Be protected from harm, violence, assault and acts of verbal abuse

Within the continuum of Positive Handling, physical control SHOULD ONLY be used;

- with minimum and reasonable force rarely and exceptionally;
- as a last resort where all other courses of action have failed;
- with the minimum degree of intrusion required to resolve the situation;
- any use of physical control to be justifiable, reasonable and informed by risk assessment;
- preventative techniques must have been exhausted;
- all involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

All physical restrains are recorded on My Concern and to L.E.A.D Academy safeguarding team.

Only members of staff trained by the Local Authority in Restrictive Physical Intervention techniques will be allowed to use physical intervention. We currently have three staff members trained in school: Ms Skevington, Mrs Chapman and Miss Baker.

Dealing with incidents

The school will have named staff trained in Restrictive Physical Intervention. Where staff have concerns they will send for the support of a named member of staff to manage the situation. Should a situation develop unexpectedly, staff must apply their professional judgement and only intervene if not doing so places a person at risk.

Staff must:

- Remain calm
- Use non-threatening verbal and body language
- Try to manage the situation without resorting to force
- Give a clear verbal warning that force may have to be used
- Inform the pupil that they will stop using force as soon as possible.

Post incident review

Being involved in such incidents may be upsetting for pupils and/or staff. A review must take place between a member of SLT and the staff concerned to:

- Identify any triggers;
- Consider whether the use of force was managed appropriately;
- Consider whether the use of force could have been avoided;
- Identify what we can learn from the incident.

It may be that whole school or specific pupil lessons are learned – these must be identified and acted upon. A record of the event must be kept and uploaded to MyConcern. A copy must also be sent the same day to safeguarding@leadacademytrust.co.uk.

A member of SLT must ring parents to discuss the incident. The school will then carry out a risk assessment around the child's behaviour and an Individual Handling Plan will be put into place with the agreement of parents if this is deemed necessary.

Any parental complaints must be managed through the school complaints process.

Hate and Prejudice Based Remarks:

Any words or actions that cause offence to another person and are considered hate or prejudice based by the offended person will be deemed as such. If this is the case then;

- The pupil will be sanctioned, the Headteacher informed and a record of the incident is kept in the appropriate file.
- Parents are informed.
- AAB are informed via the Headteacher's report.
- In persistent cases, parents may be asked to discuss the matter with the Headteacher and a referral to an appropriate agency made.

Lunchtime behaviour

There are Mid-day Supervisors including 1 Senior Mid-day Supervisor. Staff will encourage good behaviour and adherence to the School rules during the lunch period.

The Mid-day Supervisors will reprimand pupils when their behaviour is unacceptable.

In the event of seriously unacceptable behaviour the Mid-day Supervisors will complete a lunchtime behaviour record, and refer the matter to the Senior Mid-day Supervisors.

The Senior Mid-day Supervisor will report incidents of a seriously unacceptable nature to the Head Teacher who will decide on whether sanctions are appropriate – staged sanctions in place.

If a pupil does not heed the verbal warning and continues to behave in a seriously unacceptable manner, the Head Teacher or member of the Management Team will issue a letter warning parent(s)/guardian(s) that if the behaviour does not improve, they will receive a notice of a lunch time ban with the times the pupil is not allowed on school premises and the period of the ban.

If the pupil's seriously unacceptable behaviour continues, despite warnings, the Head Teacher will issue written notice to the parent(s)/guardian(s) giving them 24 hours notice of a lunch time ban with the times the pupil is not allowed on school premises and the period of the ban.

In exceptional cases no warning letter will be issued and the pupil will be immediately banned with 24 hours notice.

Copies of letters to parent(s)/guardian(s) and their responses will be filed in the pupil's records.

The Head Teacher is required to maintain good order and discipline during lunchtime. A lunch time ban is an appropriate disciplinary sanction for the Head Teacher to use to maintain good order and discipline throughout lunchtime without the need to disrupt a pupil's formal education. A ban does not preclude a pupil being excluded from school if behaviour during the school day warrants such action. If the pupil's parent/guardian is unable or unwilling to co-operate with the school in connection with the ban then the Head Teacher will consider fixed term or permanent exclusion or the use of other sanctions as an appropriate response to the pupil's misbehaviour.

Breakfast Club and After School Club behaviour.

Breakfast club and after school clubs operate a 'three strikes then out' system.

The supervising staff will use praise consistently and follow-up on behaviours that fall below expectations.

If a pupil's behaviours persistently falls below behaviour expectations, despite repeated warnings, notice will be given to the parent(s)/guardian(s) giving them 24 hours notice of the debarment with the times the pupil is not allowed on school premises and the period of debarment.

In exceptional cases no warnings will be issued and the pupil will be immediately debarred with 24 hours notice.

Employed Staff Powers to Discipline Pupils:

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspection Act 2006)

- The power applies to all paid school staff with responsibility for pupils, e.g. including teaching assistants and dinnertime supervisors.
- Staff can discipline pupils at any appropriate time that the pupil is in school or offsite e.g. residential trips or visits
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises
- Staff can confiscate pupils' property
- Staff can impose an agreed sanction
- Staff have the power to impose a detention; during the school day e.g. playtimes or preventing a child from taking part in an activity after school or representing the school.

The power to discipline pupils applies to behaviour both in school and out. (In certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Headteacher and DSL's should consider whether a child's behaviour gives cause to suspect that a child might be suffering or at risk of suffering significant harm. Where this maybe the case, staff should be directed to follow the school's safeguarding procedures.

Pupils' Behaviour Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances.

A teacher may discipline a pupil where non-criminal bad behaviour is witnessed by a staff member or reported to the school and use the sanctions listed in this behaviour policy.

A teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from the school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

A teacher may discipline a pupil for any misbehaviour at any time if:

- the behaviour could have repercussions for the orderly running of the school; or
- the behaviour poses a threat to another pupil or member of the public; or
- the behaviour could adversely affect the reputation of the school.

Confiscation of inappropriate items:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. At St Ann's Well Academy we will only search a pupil, if necessary and with another member of staff present to act as a witness.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (inc' lighter fuel and propellants)
- Drugs and alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules such as phones, cameras

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve outside agencies i.e. social care teams.

Searching electronic devices

Staff may lawfully search for electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- bully another child (peer on peer abuse),
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Dealing with inappropriate behaviour of parents, visitors and other adults in school:

Legal Duty

The school has a duty to ensure that its premises are a safe place to work and visit so therefore must deal effectively with any rude or aggressive visitors to school, including parents.

Inappropriate behaviour

This includes causing any kind of nuisance or disturbance, such as:

Refusing to follow the reasonable instructions or requests from staff; e.g. refusing to move from a specified area, behaving in an inappropriate manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety risk

Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises

Being physically abusive e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including visitors .

How can the school respond?

1. Verbal warning- senior member of staff can ask the person to stop behaving inappropriately or to leave the premises. Although this warning will be given verbally a written report should be made and kept with the child's records.
2. The police – can be asked to attend school to ask the person to leave, to remove them from the premises or if their behaviour warrants it to arrest them.
3. Warning letter – serious incidents should be followed up by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed
4. Banning letter – if the incident is sufficiently serious or is one of a series of incidents, the Headteacher can ban a person from the premises.
5. Legal proceedings
 - a) Civil proceedings
 - b) Injunction
 - c) Criminal proceedings

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Appendix1

Record of incident requiring RPI

Pupil name: Staff

Involved:

Names of others present:

Date and time of incident: Information

| | Y/N | Notes |
|---|-----|-------|
| Were staff involved in RPI trained with up to date refresher? | | |
| Does the child have a risk assessment? | | |
| Does the child have a Handling Policy? | | |
| Were procedures followed according to the policy? | | |

Record of incident

| | |
|---|--|
| Why was RPI necessary? | |
| Description of de-escalation strategies | |
| Identified RPI techniques used | |
| Description of incident | |
| How was the incident resolved? As above | |

| | |
|--|--|
| Was a medical check offered to all involved including the CYP? Were any injuries sustained? | |
|--|--|

Follow Up

| | Y/N | Notes |
|----------------------------------|-----|-------|
| Line manager informed | | |
| Parent/carer informed | | |
| Risk assessment written/reviewed | | |
| Alterations shared with staff | | |
| Consequence for CYP agreed | | |
| Safeguarding issues considered | | |

Signed:

Role:

Date:

Senior Leader's signature:

Date:

INDIVIDUAL HANDLING POLICY

Name:

Date:

The emphasis in school is on the avoidance of physical intervention, with unsafe behaviour being dealt with through risk assessment, appropriate curriculum planning, de-escalation, diversion etc if at all possible.

This policy takes into account the legal framework regarding behaviour management/ SEN/equality and the DfE advice 'Use of Reasonable Force'

The health and safety of XXXXXX, his peers and staff will be the priority alone. Restrictive Physical Intervention will be for the minimum time required to restore and maintain a safe environment.

Context

Behaviours likely to cause harm

Known triggers

De-escalation procedures will be followed

In the event of adults being unable to reduce risks then the following techniques/strategies will

be used wherever possible.

Once a safe environment has been restored the following procedures will be followed.

Follow Up

Child and staff will be checked for injury

Staff involved in Restrictive Physical intervention will inform SLT and complete a reporting form

Policy discussed with:

Child (name and signature) _____

Parent/carer (name and signature) _____

Class Teacher (name and signature) _____

Support Staff (name and signature) _____

Head Teacher (name and signature) _____

Please note that the handling policy offers guidelines only. Strategies may vary from situation to situation and will be guided by the health and safety needs of all concerned.



St Ann's Well Academy
A L.E.A.D. Academy