



# English Martyrs Catholic Primary School, A Voluntary Academy

‘Walking with Jesus – God’s love in action’

## Behaviour, Bullying and Physical Intervention Policy

### Statutory Policy

This Policy Will Be Reviewed Every 2 Years

**Date:** Autumn 2016

**Date of next intended review:** Autumn 2018

#### Equality & Diversity

We have considered the impact on equality and diversity on this policy and judge the impact to be neutral.

## **MISSION STATEMENT**

English Martyrs Catholic Primary School offers distinctive Catholic education within a caring Christian community where everyone feels loved and valued, confident and secure.

We believe that each person is precious and gifted, unique and loved by God. With Christ as our inspiration we work in partnership to create a challenging, effective and exciting learning environment where everyone is encouraged to embrace opportunity

### **Learning and Teaching**

We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to embrace every opportunity by providing the highest standard of education and care. Children take responsibility for and participate fully in their own learning.

Our curriculum will be both balanced and spiritually based and will fulfil all statutory requirements.

### **Catholic Life of the School**

We recognise God in all aspects of our mission. Specifically we will help children to develop their personal relationship with God. We will deliver high quality learning and teaching in religious education rooted in Catholic values and beliefs. We encourage respect for and understanding of other faiths and beliefs. The school environment will speak of Jesus Christ at the heart of our community. Children will be given opportunities to participate in creative and varied worship appropriate to their age and understanding.

We are an integral part of the parish and will play an active part in its life.

### **Relationships**

We will help each member of the school community to recognise that we are all precious in God's eyes. We will show love and respect for each other. We will give to each other the affirmation we all need and will try to respond to each other's needs.

### **Parents**

We will work to achieve a creative partnership between parents and school which recognises our different responsibilities in the education of the children.

We will communicate effectively with all parents. We will establish a bond of trust, building a partnership which nurtures the children's learning, spiritual development and pastoral care.

### **Community Cohesion**

We will be an integral part of the local community. We will increase the children's awareness of wider world issues. We will develop their sense of responsibility for and involvement in both of these.

We will ensure that our community life witnesses our Christian values and beliefs in all that we do and say.

Walking with Jesus – God's love in action

*We are a Catholic school. Through all our endeavours we aim to recognise the presence and power of Jesus Christ at the very centre of our existence. As we seek to fulfil the educational needs of the children we strive to live and act according to His will in all that we do and say.*

We will help each member of the school community to recognise that we are all precious in God's eyes. We will show love and respect for each other. We will give to each other the affirmation we all need and will try to respond to each other's needs.

We aim to help each child experience success and to reach their full potential by providing the highest possible standard of education.

At all times and in all areas of school life every reasonable measure will be taken to ensure that each member of this school community is enabled to participate as fully as possible, and achieve success and recognition appropriate to age, understanding and any disability.

## **Behaviour Policy**

### *A Policy for a Christian Code of Behaviour and Pastoral Care which includes the School's Policy Towards Bullying*

#### **1 The Principles underlying our policy**

We recognise and are committed to good behaviour and firm, caring discipline as essential to our way of living and working together as a Christian school. Without such strong commitment effective teaching and learning cannot take place.

**"Love your neighbour as yourself"**, the second of Christ's great commandments, is the core of our approach to behaviour and pastoral care. As a community attempting to live the Gospel values of our Lord, Jesus Christ, we try always to show care and respect for one another and this is our firm expectation at all times. We *'walk with Jesus'* and recognise the need for teachers and staff to lead by good example.

***Parental support and partnership is particularly valued and parents will always be informed of any serious wrong. We recognise that no influence is greater than that of the family and that school and family working together is vital as we seek to help the children in our care. Just as parents have a right to expect high standards of school in all things so too school has a right to expect full support from parents and guardians. If a problem occurs please ensure the partnership is strong and give the school clear and firm support so that your child may be better helped to accept our high standards. We will always respect confidentiality except when Child Protection issues are involved. Each Tuesday after school is 'open house' when parents should feel free to discuss their child with the class teacher. We will discuss any concern at any reasonable time.***

***Parents will normally be informed when their child is upset, when persistently another parent complains about their child, when (s)he is disruptive in class or when there has been a change in normal behaviour.***

## **2 Positive reinforcement**

Good behaviour is reinforced, wherever possible, by openly acknowledging and praising the many good things we see so often in the way our children behave. In addition, for children from Year 1 upwards, we operate a system of 'stars' and merit awards to reward special effort in work and behaviour. Children may also receive a 'Care & Courtesy' sticker in our Friday assembly by being nominated by staff or older children. Each week a child from each class is nominated by their teacher as Star Pupil and the Headteacher chooses one child amongst the nominations to receive the overall Gold Award for the week. A letter will be sent to the parents of each nominated child.

At all times we seek to reinforce the positive. For example, inappropriate behaviour may be changed by praising appropriate behaviour. Stars and merits are never taken away because of inappropriate behaviour.

Each week a 'statement to live by' is introduced to the children and reinforced with activities such as Circle Time. This work is an important aspect of school life and reinforces the values and beliefs we share as a Catholic school. The 'Statements to live by' help the children to reflect upon who they are and how they relate to others and to God. Self esteem is a vitally important element of living together as Christians as we believe each of us is a unique and individual precious creation of God, loved and accepted just as we are.

The school has developed a home, school, child agreement which we sign and ask all parents and older children to sign. The agreement recognises the importance of home and school working closely together for the good of the children. For many parents our partnership with St Martin de Porres Parish is very important also.

## **3 School rules**

Actual school rules are kept to a minimum. The following simple statements were created by the school community and give some sign of how we try to live together so that learning is not disrupted.:-

- **Keep and be safe**
- **Listen to, and follow, instructions the first time they are given**
- **Keep hands, feet and objects to yourself**
- **Respect people – treat other people how you would like to be treated**
- **When moving around the school, walk quietly on the left hand side**
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*These rules are reinforced in class and in assemblies in a manner appropriate to the children's age and understanding.*

## **4 What happens when poor behaviour persists**

Nevertheless, there are occasions when each of us fails. On such occasions the following approach, modelled upon the Sacrament of Reconciliation, is adopted:-

- *Help the child to recognise wrong-doing.*

- *Help the child to show sorrow in some way (perhaps a smile or a simple apology) and where fitting create an appropriate opportunity for the child to grow through gift to the school community. e.g. a child who has thrown paper in class may help make up for it by ensuring the classroom floor is tidy.*
- *Forgive the child and set him/her free in joy – the final reconciliation*

**It is important that a serious wrong is recognised as such by the child concerned. In attempting to help the child recognise the seriousness of their wrong-doing a range of sanctions may be employed. We attempt to be fair and consistent whilst always being aware of an individual child's situation and needs. Nevertheless, we will not tolerate poor behaviour and parents, children and staff must work together to ensure that each child realises this.**

At the time of writing we have a Safeguarding and Wellbeing Officer. This member of staff is used to help children where behaviour is a concern. She will also be used in a spirit of early intervention, that is, working with staff and parents to support children who may be beginning to reveal difficulties or are particularly vulnerable for some reason.

Sanctions range from the common simple guidance or reprimand from a member of staff through to the very exceptional temporary exclusion from school. For example, a child who swears will have standard letter posted home asking parents to support us in actively discouraging the child from swearing.

## **5 Detailed notes for Staff**

Good discipline is a team effort and involves hard work. It is rooted in loving care for children and for each other. It means that each of us recognises our responsibilities for the children and for the community. It includes common good practice such as ensuring that we are in class to meet our children coming in or simply taking the trouble to listen and find out even when we are tired, and it means pulling together with understanding and patience. It also needs us to recognise that children, like teachers, will never be perfect.

**Please keep parents informed as partners in the care and education of the children.**

***“Parents will normally be informed when their child is upset, when another parent complains about their child, when (s)he is disruptive in class or when there has been a change in normal behaviour.”***

Please see the headteacher if you are unsure.

We should always seek to work positively with children. Working towards rewards reinforces good behaviour. The ‘carrot’ is more effective and pleasant for all than the ‘stick’. It also helps build self esteem which is critical to how we work with children. If one child is behaving inappropriately then naming why other children are being praised for good behaviour may be more effective.

Staff should be aware that changes in pupil behaviour may be due to abuse. This includes behaviour becoming challenging which was not present previously, or behaviour that becomes subdued. Staff should refer immediately to Designated Safeguarding Lead, or Deputy, if they are concerned.

If problems cause concern, then please talk about the problem with senior staff or colleagues. Your own self esteem is important and you have a right to feel listened to and understood and supported in helping the children. Note that currently our

Safeguarding and Wellbeing Officer may be able to help the child, working with staff and parents. The Safeguarding and Wellbeing Officer will help instigate parenting courses and any other courses available.

*Please see below a range of sanctions which may be employed. The age and circumstances of the child will, of course, affect which sanctions are appropriate. Everything we do must be passed on Gospel values without equivocation of any kind. At all times we attempt to be just and appropriate to any wrong. We always seek to explain to children that it is the wrong rejected, very forcibly when necessary, but it is never the child who is rejected or unwanted for that is not the way of Christ. We constantly seek to welcome the child with joy back into full membership of the community.*

Sanctions employed should be communicated to appropriate staff to help a common approach. For example, the Headteacher should try to ensure that a child's class teacher knows what sanction has been used and why. Whole class sanctions are rarely, if ever, fair for well behaved children and therefore should be used rarely.

The sanctions help to reflect the rejection of the wrong by the school community but at all times we try very hard to ensure that the child still feels valued and is never humiliated or belittled for what has gone wrong. Every child needs to understand and accept the boundaries of acceptable behaviour and indeed a child normally feels more secure and content where clear boundaries exist. ***The child is still recognised as precious and forgiveness is an essential part of discipline within the school.***

This range of sanctions is not exclusive of any others but is intended to indicate a suitable range. If a member of staff is in doubt, please consult with Headteacher and/or Deputy Head.

## ***Behaviour Policy – stepped sanctions***

It is very important to work as positively as possible with the children in our care. We remember that each child is wonderful as one of God's precious creations. Parents are the prime educators of their children. They are our partners in the support and development of our children and have a right to be kept informed and involved. Language such as 'We are asking for your help to support John as he has been having difficulties' is the language of partnership. Language such as 'Your son's behaviour is appalling', however true, is confrontational and creates immediate division.

Reward good behaviour by for example:

- \*use of a 'cool book' to recognise and affirm the positive (this has been proved to be effective in our school)
- \*remembering that a report card or book is an opportunity to recognise good things
- \*integrating reward into Pupil Profile Plans or indeed at a lesser level of problem behaviour. The Hental Unit (Wakefield LA) which supports children with behaviour difficulties has a policy of allowing the children to earn 'golden time' over short manageable sessions and this golden time cannot be taken away by later poor behaviour. For other worthwhile ideas please see our SENCO.

Exclusion from any part of the curriculum should not normally be used as a sanction except after discussion with senior staff. This does not mean that a teacher cannot

use a sand-timer or similar for temporary sitting out of a lesson but does mean that missing swimming, for example, is not an appropriate sanction for poor behaviour in the classroom. It may be appropriate for poor behaviour at the swimming baths.

The following stepped sanctions indicate a reasonable range of sanctions to help children realise that their behaviour is unacceptable. They should be interpreted with wisdom and love and appropriately to the age of the children. Senior staff should always be informed of developing problem situations.

	<b>Behaviour Problem</b>	<b>Sanctions possibilities</b>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• <b>Wandering about</b></li> <li>• <b>Interrupting adults when talking to class or group</b></li> <li>• <b>Ignoring minor instructions</b></li> <li>• <b>Talking to other pupils</b></li> <li>• <b>Silly noises</b></li> <li>• <b>Pushing in line</b></li> <li>• <b>Eating sweets</b></li> </ul>	<b>Minimal</b> <ul style="list-style-type: none"> <li>• <b>Eye contact</b></li> <li>• <b>Frowns</b></li> <li>• <b>Proximity</b></li> <li>• <b>Change seating</b></li> <li>• <b>Quiet word</b></li> <li>• <b>Verbal warning</b></li> </ul>
<b>Stage 2</b>	<b>Becoming more serious</b> <ul style="list-style-type: none"> <li>• <b>Continuing unacceptable behaviour from stage 1</b></li> <li>• <b>Not responding to adult's request to work</b></li> <li>• <b>Being more disruptive</b></li> <li>• <b>Deliberately creating a disturbance</b></li> <li>• <b>Damage or hurting through carelessness</b></li> <li>• <b>Minor challenge to authority</b></li> <li>• <b>Deliberately annoying other children</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Invite parents to discuss the situation and ask for partnership and support</b></li> <li>• <b>Name on the board</b></li> <li>• <b>Sanction directly relevant to misdemeanour – e.g. <i>throwing a rubber may mean the playtime spent tidying the classroom</i></b></li> <li>• <b>Separate from the rest of the class</b></li> <li>• <b>Pupil write a letter of apology</b></li> <li>• <b>Pupil stand apart from class group and then sit down when ready to do so</b></li> <li>• <b>Complete unfinished work at playtime</b></li> <li>• <b>Time out of class or off the playground as appropriate – use of sand-timer</b></li> <li>• <b>Very brief detention (1-5 minutes)</b></li> <li>• <b>Use of an In-Class Behaviour Report (Yellow report). <i>Parents should be</i></b></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Off-hand (disrespectful) comments</i></li>   <li>• <i>Swearing</i></li> </ul>	<p><i>personally informed by the class teacher face-to-face, by telephone or, failing this, by letter.</i></p> <ul style="list-style-type: none"> <li>• <i>Clear and significant disrespect to any member of staff will mean that a standard letter will be sent to the home. Ensure personal contact is made also wherever possible.</i></li> <li>• <i>The standard ‘swearing’ letter should be sent home. A second occurrence will include a request to discuss the problem with parents</i></li> </ul>
<p><b>Stage 3</b></p>	<p><b>Serious</b></p> <ul style="list-style-type: none"> <li>• <b>Continuing unacceptable behaviour from Stage 2</b></li> <li>• <b>Deliberately throwing small objects</b></li> <li>• <b>Damaging school or pupil property</b></li> <li>• <b>Leaving class/hall/etc. without permission</b></li> <li>• <b>Repeated refusal to do set task</b></li> <li>• <b>Harmful/offensive name calling/behaviour such as spitting</b></li> <li>• <b>Threatening behaviour to other pupils</b></li>   <li>• <i>Harming someone</i></li>   <li>• <i>Bullying</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In Class Behaviour report (as above)</b></li> <li>• <b>Formal contact with parents by Head/Deputy</b></li> <li>• <b>Lengthier after school detention – after consultation with senior staff. (Detention ideally on the day of any issue arising – with parental permission)</b></li> <li>• <b>Exclusion from class (to another class or supervised situation)</b></li> <li>• <b>At end of week Head/Deputy reviews In-Class Yellow Report</b></li> <li>• <b>Following review if necessary Head/Deputy will contact parents informing of In-School Red Report. If still no improvement then pupil placed on SEN register as cause for concern. Parent partnership is fundamental to the Pupil Profile Plan.</b></li> <li>• <i>Deliberate serious harm to another person will always result in exclusion for as long as seems appropriate to the HT</i></li> <li>• <i>For bullying issues please</i></li> </ul>

		<i>see anti-bullying policy below</i>
<b>Stage 4</b>	<b>Very Serious</b> <ul style="list-style-type: none"> <li>• Continuing unacceptable behaviour from stage 3</li> <li>• Repeatedly leaving classroom without permission</li> <li>• Fighting and intentional physical harm to other children (<i>see above</i>)</li> <li>• Throwing large dangerous objects</li> <li>• Serious challenge to authority</li> <li>• Verbal abuse to staff</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Persistent bullying</li> <li>• Persistently leaving school premises without permission</li> </ul>	<ul style="list-style-type: none"> <li>• In-school behaviour report – Red Report with loss of further privileges e.g. withdrawal from playground and/or lunch time exclusion</li> <li>• Formal contact with parent by Head/Deputy.</li> <li>• At end of week HT reviews In-school behaviour report – Red Report</li> <li>• If no improvement then:</li> <li>• Short term fixed exclusion (Inform Chair of Governors and Governors' committee)</li> <li>• Place on SEN register as a cause for concern for behaviour (Pupil Profile Plan)</li> <li>• After review if no improvement then:</li> <li>• Involvement of pupil referral services and initiation of individual Pastoral Support Plan</li> </ul>
<b>Stage 5</b>	<b>Extremely Serious</b> <ul style="list-style-type: none"> <li>• Continuing unacceptable behaviour from stage 4</li> <li>• Extreme danger of violence</li> <li>• Very serious challenge to authority</li> <li>• Verbal/physical abuse to any staff</li> </ul>	<ul style="list-style-type: none"> <li>• Short term fixed exclusion e.g. 4 or more days and/or fixed term lunchtime exclusion (LA to be informed)</li> <li>• Individual Pastoral Support Plan with involvement of support services</li> <li>• Fixed Exclusion – up to 15 days – inform Chair of Governors and LA</li> <li>• Meet HT on return to school</li> <li>• Permanent exclusion</li> </ul>

We use exclusion only as a last resort. We will have in place early intervention systems to deal with inappropriate behaviour. We believe in having good relationships with parents of pupils who have been excluded. We will always take advice from the School Exclusion Team where appropriate.

The Headteacher will undertake a thorough investigation into incidents before making the decision to exclude a pupil. The Headteacher will keep a written record of this investigation. The Headteacher will always listen to the pupil's version of events, and will investigate whether the pupil was provoked. The Headteacher will also consider other alternatives to exclusion before a decision is taken. The Headteacher will take into account special needs, disabilities, gender and cultural differences when considering an exclusion.

On deciding to exclude a pupil, the Headteacher will inform the Local Authority and the Chair of Governors. In any one school year, the Head is allowed to exclude a pupil for one or more fixed term periods but not exceeding 45 days. Parents will be informed by telephone then letter of the intention to exclude. During the period of exclusion, the school will continue to provide education for the pupil and will plan for the pupil to be reinstated after the exclusion period has ended. The parents and pupil must attend a Reintegration Meeting at the end of the fixed term exclusion.

A pupil may be permanently excluded on reaching Stage 5 of Stepped Sanctions and all other strategies have failed. A pupil may be permanently excluded for a serious one-off offence such as, serious, actual or threatened violence against a pupil or member of school staff; sexual abuse or assault; supplying illegal substances; carrying an offensive weapon or any other serious offence.

The Governing Body or its representatives will review all exclusions and will consider any representations from parents.

The Governing Body will be notified monthly of the number and type of exclusions.

## Anti-Bullying Policy

This policy is drawn up in the light of the school's Mission Statement. It is a part of 'Living and Working Together', our behaviour policy.

### **1 What is bullying?**

We have adopted the definition of bullying found within 'Preventing and Dealing with Bullying', Wakefield LEA's Guidelines for Policy and Practice.

***'Bullying is deliberate physical, verbal or non-verbal behaviour towards another person or group of people with the intention of frightening or causing hurt and which continues over time. Bullying always involves an abuse of power or responsibility.'***

***"Isolated incidents of unkindness will be dealt with vigorously and will not be tolerated. These will fall under the main body of our Living and Working Together Policy – rather than this bullying section".***

### **2 Guiding Principles**

From the school's Mission Statement:

***We are a Catholic school. Through all our endeavours we aim to recognise the presence and power of Jesus Christ at the very centre of our existence. As we seek to fulfil the educational needs of the children we strive to live and act according to His will in all that we do and say.***

***We will help each member of the school community to recognise that we are all precious in God's eyes. We will show love and respect for each other. We will give to each other the affirmation we all need and will try to respond to each other's needs.***

We will try to communicate fully with all parents so that a bond of trust will be established on which we will build a partnership to nurture the children's learning, their spiritual development and their pastoral care.

***It is these principles which have informed the school's behaviour policy. The critical school rule as it seeks to live out its mission as a Catholic school is that we 'love our neighbour as ourselves'. This principle directs the way we live together and work with each other as child, parent, staff, governor or any member of this community. There must therefore be true respect, individual care, opportunity for forgiveness and most fundamentally a visible witness to love from all partners in the life of the school and its children.***

***As a caring Christian community we commit ourselves to the continuing re-creation of a secure and happy environment in which the children can 'love, learn and laugh'.***

### **3 Bullying exists in this school**

Behaviour in this school is generally very good as witnessed by community members, visitors and external inspectors. Nevertheless, we will not recognise bullying when it occurs if we do not admit that it exists in this school. Bullying exists in this school as indeed in every walk of life.

*Bullying will never be tolerated in this school*

Bullying is the antithesis of love and so works against everything we work for within this community. It offends the very heart of this school and will never be tolerated.

*All accusations of bullying will be treated seriously and recorded*

Bullying may be recognised by pupils, staff or parents. We commit ourselves to listening seriously to any reports of bullying from whatever source and acting appropriately. Working towards the fulfilment of our mission is the responsibility of all member of the community and all of us share in the determination that we will not tolerate bullying and will work together actively to prevent and stop it when it occurs. Nevertheless, all incidents and accusations must be reported to the Headteacher or Deputy Head who will deal with the matter urgently and with commitment in partnership with others.

Incidents will be recorded whether or not the senior staff believe, following investigation, that bullying has taken place. However, this view may also be recorded.

Recording for minor incidents will be in the Incident Book kept within the school office. The book will be reviewed by management on a termly basis. More serious incidents will be recorded using an adaptation of the local authority recording form. The form is retained in the school office on a confidential file. Please see a copy of the form attached.

### **4 Procedures**

The recording form we use (*see attached*) enables appropriate procedure. It includes:

We will record what action is being taken by all participants (e.g. bully, victim, onlookers, staff, parents) to make reparation and prevent further incidents (e.g. mediation, apology, anti-bullying contract).

We will follow-up informally on a daily basis and will normally formally re-visit the situation with those involved within 1 week, with a further check 3 – 4 weeks later to ensure the effectiveness of the Programme of Intervention.

Procedures will include observation. It is our practice to formally observe children at play over a period of time. Typically, this period may be one week but it may be longer if considered necessary. Relevant staff are asked to identify and watch those pupils involved in any concerns about bullying. The Headteacher or Assistant Head will also personally observe. Senior staff will then report the result of these observations to the parents of the child who may be bullying and to the parents of the child who may be being bullied. Such observations may be recorded upon the recording form and will certainly be used to adopt the appropriate strategy. Once

there is a concern that a particular child is bullying, an individual record book will be kept for that child.

It is important that all involved staff are aware including especially lunchtime supervisors. It is the responsibility of senior staff to ensure this.

Staff have discussed the effectiveness of varying strategies. Minor incidents of bullying which may be considered as unkind behaviour will be dealt with according to measures outlined in the first part of our behaviour policy *Living and Working Together*. Other strategies include a 'no blame' approach, and a 'no tolerance' approach where no excuses of any kind will be accepted for aggression or unkind behaviour whatever the provocation or history of the situation.

Other strategies will be applied as deemed necessary.

School will maintain information and records for one year after the child has left.

## **5 Parental Involvement**

Parental partnership is critical. Parents of the bullied and bullying child will be informed and partnership sought at an early stage. Strategies employed will always involve partnership with parents.

## **6 Helping children to recognise and deal with bullying**

The very heart of this school is working towards a witness of God's love by the way we live and work together. We therefore constantly reinforce the kindness and goodness which so many of our children bring to school from families which share our values and mission. The R.E. scheme *The Way the Truth and the Life*, which we use, is fundamental to the children's education. This scheme helps pupils to recognise their calling as Christians to live in love. Included within the scheme are stories and reflections where children are called to examine what they are called to be and how they are called to serve others. Additionally, the "Statements to Live By" scheme includes three very specific references to issues related to bullying. Each class teacher spends a week working on each of these statements with the children (during the Autumn term). Attention paid to each statement includes whole school time during Assemblies.

Nevertheless, it is important that children are helped to understand that their behaviour may be hurtful and wrong. They may be bullying others. During Anti-Bullying week which is held annually, we address the issue of bullying very specifically with pupils to help them recognise when they may be bullying, when they may be being bullied and how to deal with it. Visiting speakers may be used, e.g. Wakefield Wildcats anti bullying assembly.

Staff constantly seek to allow children to express their feelings and thoughts. Circle Time activities associated with '*Statements to live by*' is an important tool here but other strategies are employed also.

## **7 Helping staff to recognise and deal with bullying**

We commit the school to training all members of staff to respond appropriately to bullying issues. Teaching staff will participate in INSET where we develop appropriate materials and how to use them with the children in our care.

*Consultation and information and training will be identified within the school's improvement plan. This training will be the responsibility of the Support Staff Mentor and Headteacher.*

## **8 Incidents Outside School**

At English Martyrs School we take our responsibility for the safety of our children very seriously and will deal with any behaviour incident that has occurred during the school day. However, when pupils are off school premises and are outside of school hours, we recognise that responsibility for their behaviour rests with parents and carers. Therefore, any incidents of unacceptable behaviour, bullying or cyber-bullying that occur when the children are not the responsibility of the school will be referred to parents and carers. The school will contact relevant authorities if they believe a criminal or safeguarding offence has occurred.

## **9. Homophobia (LGBTQ)**

This school recognises that our children come from a variety of backgrounds and families. Celebrating and acknowledging different families is crucial to make all children feel welcome and enable them to learn to value those who are different. The governors and staff of English Martyrs School do not accept the use of homophobic language or actions and incidents of it will be dealt with by usual methods. This school recognises that under the Equality Act, it is our duty to tackle homophobia and those who might experience it. This school will not tolerate any forms of bullying, including homophobic, bi-phobic and trans-phobic discrimination.

## **10. Extremist Behaviour/Radicalisation of Children**

The staff and governors of English Martyrs School believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society. We believe that providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule, and explore the boundaries of what is acceptable, will engender an open attitude to multi-cultural and race issues. The Headteacher and Governing Body will report to the Police and Social Care Direct any concerns they are made aware of that concern the radicalisation of children or extremist behaviour in children or their families.

## **11. Cyberbullying**

When a pupil has reported Cyberbullying our aim is to ensure that the person being bullied feels safe and that school will do whatever is in their power to ensure there is no repeat incident. All bullying incidents will be recorded. Where appropriate parents, carers and staff will be notified of any incidents and we will work alongside them to ensure upsetting material is removed from devices and services as quickly as possible. We will provide appropriate support for the person being bullied, ensuring they are not at risk of immediate harm and involve the child in decision making as appropriate. Where the perpetrator and victim are both our pupils, we will work with them to restore relationships and make sure that all involved feel safe inside and outside of school. Sanctions will be applied according to the bullying policy.

If the incident constitutes a criminal offence, it will be reported according to protocols and any evidence will be secured appropriately.

## English Martyrs School – Record of a Report of an Incident of Bullying

<b>Name of student</b>	
<b>Date of Birth</b>	
<b>Name of Parent</b>	
<b>Class teacher / Date</b>	

<b>A. Previous records</b>	
Number and nature of previously Recorded Incidents in which this student was involved <i>(NB: this section will need to be completed after consultation with school staff)</i>	
<b>B. The Incident</b>	
How did the incident come to your attention <i>(e.g. letter, phone call, interview)?</i>	
Brief description of this incident and when it occurred.	
Names of those allegedly involved.	
Where it occurred.	

<b>C. Immediate Response to Incident</b>	
By Pupil	
By Parent	
By School	

<b>D. Action Plan</b>	
This section should record what action is being taken by all participants (e.g. alleged bully, victim, onlookers, staff, parents) to make reparation and prevent further incidents (e.g. mediation, apology, anti-bullying contract).	
Pupil who was bullied	
Pupil who alleged to be bullying	
Onlookers	
Parent/Carer of pupil alleged to be bullied	
Parent/Carer of pupil alleged to be bullying	

<b>E. Follow-up and outcome</b>	
There should be a follow-up within 1 week with a further check 3-4 weeks later to ensure the effectiveness of the Programme of Intervention.	
<b>First Review</b>  Including date and outcome	
<b>Second Review</b>  Including date and outcome	

<b>Notes</b>	
Name of person completing section A / Date	
Name of person completing section B / Date	
Name of person completing section C / Date	
Name of person completing section D / Date	
Name of person completing section E / Date	

# PHYSICAL INTERVENTION AND RESTRAINT

## Physical touch

The staff at English Martyrs Catholic Primary School believe that physical touch is an essential part of human relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support in PE.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues

At our school the Headteacher is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

## What do we mean by 'physical intervention'?

It is helpful to distinguish between:

Definition	Example	
<b>Non-restrictive physical interventions.</b> (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	For example: <ul style="list-style-type: none"> <li>• guiding/shepherding a person from A to B</li> <li>• use of a protective helmet to prevent self-injury</li> <li>• removal of a cause of distress</li> </ul>
<b>Restrictive physical interventions</b>	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> <li>• holding a pupil</li> <li>• blocking a person's path</li> <li>• interpositioning</li> <li>• pushing/pulling</li> </ul>

and between:

<b>Emergency/unplanned interventions</b>	Occur in response to unforeseen events
<b>Planned interventions</b>	In which staff employ, where necessary, pre-arranged strategies and methods which are based on risk assessment and recorded in an individual plan for the management of a pupil

## When is restrictive physical intervention permissible at English Martyrs Catholic Primary School?

Restrictive physical intervention is rarely used at English Martyrs Catholic Primary School. However, it is recognised that under Section 93 of the Education and Inspections Act 2006, that school staff should use force as is reasonable in the circumstances to prevent a pupil from doing or continue to do, any of the following:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to, or damage to the property of, any person (including the pupil him/herself)

- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

### **Risk assessment**

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

**Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation).** Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

A member of staff recognising that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the pupil(s) to stop the behaviour and seek help by any means available.

Further guidance on risk assessment is given in Appendix III (Unforeseen risk) and Appendix IV (Foreseen risk)

### **Who may use restrictive physical interventions?**

As outlined in Section 95 of the act, all staff are, by the nature of their roles, authorised to use positive handling as appropriate. Some staff will have received TEAM TEACH training if deemed necessary to their role, however it should be explicitly reiterated that under their duty of care **all** staff (regardless of TEAM TEACH Training) are authorised to use positive handling.

Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the Headteacher.

Parents and volunteers in the school are not given authorisation.

Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school. This means that visiting staff will need to ask the Headteacher for authorisation.

This policy applies to all times where pupils are on the school premises or elsewhere in the lawful control or charge of staff members (e.g. on a school visit).

### **How staff at English Martyrs Catholic Primary School might intervene**

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- use the minimum amount of force for the minimum amount of time;

- avoid causing pain or injury; avoid holding or putting pressure on joints;
- in general hold long bones.
- *never* hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.

Staff who become aware that another member of staff is intervening physically with a pupil will have a responsibility to provide a presence and to offer support and assistance should this be required.

*Actions which are deemed acceptable are:*

- Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.
- Physically interposing between pupils.
- Blocking a pupil's path.
- Pushing if restricted to situations where reasonable force is used to resist a pupil's movement, rather than a forceful push that might cause the pupil to fall over.
- Escorting a pupil by the hand or arm

*Staff will not:*

- Use corporal punishment – The use of force as a punishment is unlawful (section 548 of Education Act 1996)
- Use pain to gain compliance
- Deprive the person of food or drink
- Require the person to wear inappropriate clothes
- Humiliate or degrade the child or young person

and will avoid:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding a pupil by the hair or ear
- Holding a pupil face down on the ground

In an emergency, staff must summon assistance by informing a member of the Senior **Leadership Team**.

## **The place of restrictive physical intervention within broader behavioural planning**

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the Local Authority guidelines. (See Guidance note PG 518)

If appropriate, an individual management plan will then be written up for that pupil (Appendix II). This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. When it involves the use of a restrictive physical intervention, medical colleagues will be consulted.

In cases where it is known that a pupil will require positive handling on occasions, the school will ensure that appropriate training is provided. This will be in the form of TEAM TEACH training which is Wakefield LA's preferred provider. The training is BILD accredited. Key personnel who support the identified individuals will be trained in this approach. Staff will identify this as part of their training needs where appropriate.

Staff trained in positive handling techniques need to update their training on a regular basis and ensure that their training record is kept up to date.

## **What to do after the use of a restrictive physical intervention**

*After the use of an unplanned restrictive physical intervention*, the following steps will be taken:

- The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The school will report any injuries to pupils or staff in accordance with RIDDOR (HSE Regulations 1995)
- Details of the incident will be recorded by all adults involved *immediately* on the report form (APPENDIX I). A copy will be sent to the LA 'Health & Safety' department.
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- The report will include:
  - The name(s) and the job title(s) of the member of staff who used reasonable force
  - The name(s) of the pupil(s) involved
  - When and where the incident took place
  - Names of staff and pupils who witnessed the incident
  - The reason that force was necessary
  - Behaviour of the pupil which led up to the incident
  - Any attempts to resolve the situation
  - The degree of force used
  - How it was applied
  - How long it was used for
  - The pupils response and the eventual outcome
  - Details of any injuries suffered by either staff or pupils
  - Details of any damage to property

- Details of any medical treatment required (an accident form will be completed, where medical treatment is needed).
  - Details of follow-up, including contact with the parents/carers of the pupil(s) involved.
  - Details of follow up involvement of other agencies – police, Social Services
- The pupil will be given time to become calm while staff continue to supervise her/him. When the pupil regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.
  - In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to school.
  - All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member(s) of staff involved.
  - The Headteacher will be informed at the earliest possible opportunity of any incidents where restrictive intervention was used. The Headteacher (or his/her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned. Where violence has occurred against pupils, parents and/or staff, the Headteacher will take advice from the Local Authority 'Violence at Work' Guidance (Ref: PG206a). This will determine how and to whom the outcomes of the incident are reported.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The Headteacher will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher will report on this information to the Governing Body annually.

### **Arrangements for Informing Parents**

A section about the school's legal obligations to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the school brochure.

All parents will be informed after a non-planned incident where positive handling is used with a child.

### **Complaints procedure**

Any complaint will first be considered in the light of the school's child protection procedures, following ACPC guidance. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

### **Monitoring and Review**

This policy will be revisited every 2 years and brought to the attention of all staff through the induction process. The policy will also be revisited in light of any issues that are raised following any specific incidents of intervention.

**APPENDIX I: PHYSICAL INTERVENTION INCIDENT REPORT**

Incident Number
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**Wakefield LA**  
**SERIOUS INCIDENT FORM INVOLVING PHYSICAL INTERVENTION**

<b>Name of School:</b>			
Name of Pupil:		Year/Group:	
Date of Incident:		Time of Incident:	
Reporting Staff:			
Staff Involved:			
Have staff been trained?		Date of Training:	

**Reason for Intervention:**

1. To avert immediate danger of personal injury to the pupil.
2. To avert immediate danger of injury to another pupil or staff.
3. To avert immediate serious damage to property.
4. To prevent or stop a criminal offence being committed.
5. To prevent absconding.
6. To interrupt disruptive behaviour prejudicial to maintaining good order and a safe and secure learning

**Description of Incident:**

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**De-escalation techniques used prior to physical intervention:**

Success reminder	<input type="checkbox"/>	Transfer adult	<input type="checkbox"/>
Verbal advice and support	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Calm talking/stance	<input type="checkbox"/>	Humour	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Choices/limits	<input type="checkbox"/>
Take up time	<input type="checkbox"/>	Support systems	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Time out offered/directed	<input type="checkbox"/>
Warning	<input type="checkbox"/>	Instruction	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Consequence	<input type="checkbox"/>
Other – please specify	<input type="checkbox"/>		

**Physical intervention technique used:**

Technique	Standing	Sitting/Chairs	Kneeling	Ground
Single elbow hold				
Figure of four hold				
Double elbow hold				
Wrap				
Cradle hug				
Shield				

Length of intervention: \_\_\_\_\_

**Brief description of intervention:**

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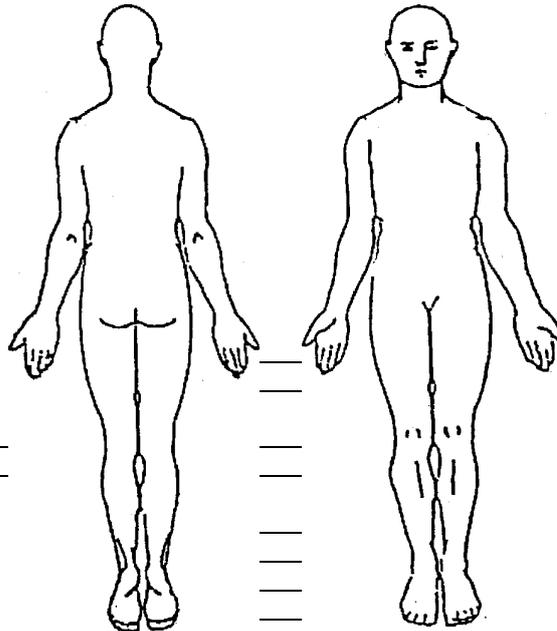
Details of any injury: Staff  Pupils  Both   
 Medical treatment: Yes  No   
 Accident form completed: Yes  No

Brief details of injury and treatment:

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**Follow Up and Outcomes:**

Discussion and reflection:

Sanctions imposed if appropriate:

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Signature of report compiler:

Signatures of other staff involved:

ate: \_\_\_\_\_

ate: \_\_\_\_\_

ate: \_\_\_\_\_

ate: \_\_\_\_\_

Copy into Incident File: Yes  No   
 Copy into Pupil File: Yes  No   
 Copy to LEA: Yes  No   
 Parents informed: Yes  No

**APPENDIX II: INDIVIDUAL MANAGEMENT PLAN (RESULTING FROM RISK ASSESSMENT)**

Child's name:	Class:	Date of birth:
<p><b>Hazards / Antecedents</b> Factors known to lead to behaviours which may require physical intervention.</p>		
<p><b>Trigger behaviours</b> Which behaviours could prompt the behaviour?</p>		
<p><b>De-escalation Strategies</b> Identify de-escalation strategies that could be used to deflect the behaviour. These <b>should be attempted before any form of physical intervention</b>.</p>		
<p><b>Medical Conditions</b> Outline any medical conditions which need to be taken into consideration when dealing with the behaviour.</p>		
<p><b>Physical Intervention Procedures</b> Identify intervention procedures that have been proven to work with this child. State any procedures which should be avoided. Physical intervention <b>should be used as a last resort</b>.</p>		
<p><b>Follow up procedures</b> Identify follow up procedures that have been proven to work with this child. State any procedures which should be avoided.</p>		
Date of plan:	Scheduled review due (this plan will also be reviewed after any incidents):	
Individuals involved in writing this plan: (Name, designation and signature)	Copies of the plan supplied to:	

### **APPENDIX III: UNFORESEEN RISKS ~ Risk Assessment Process**

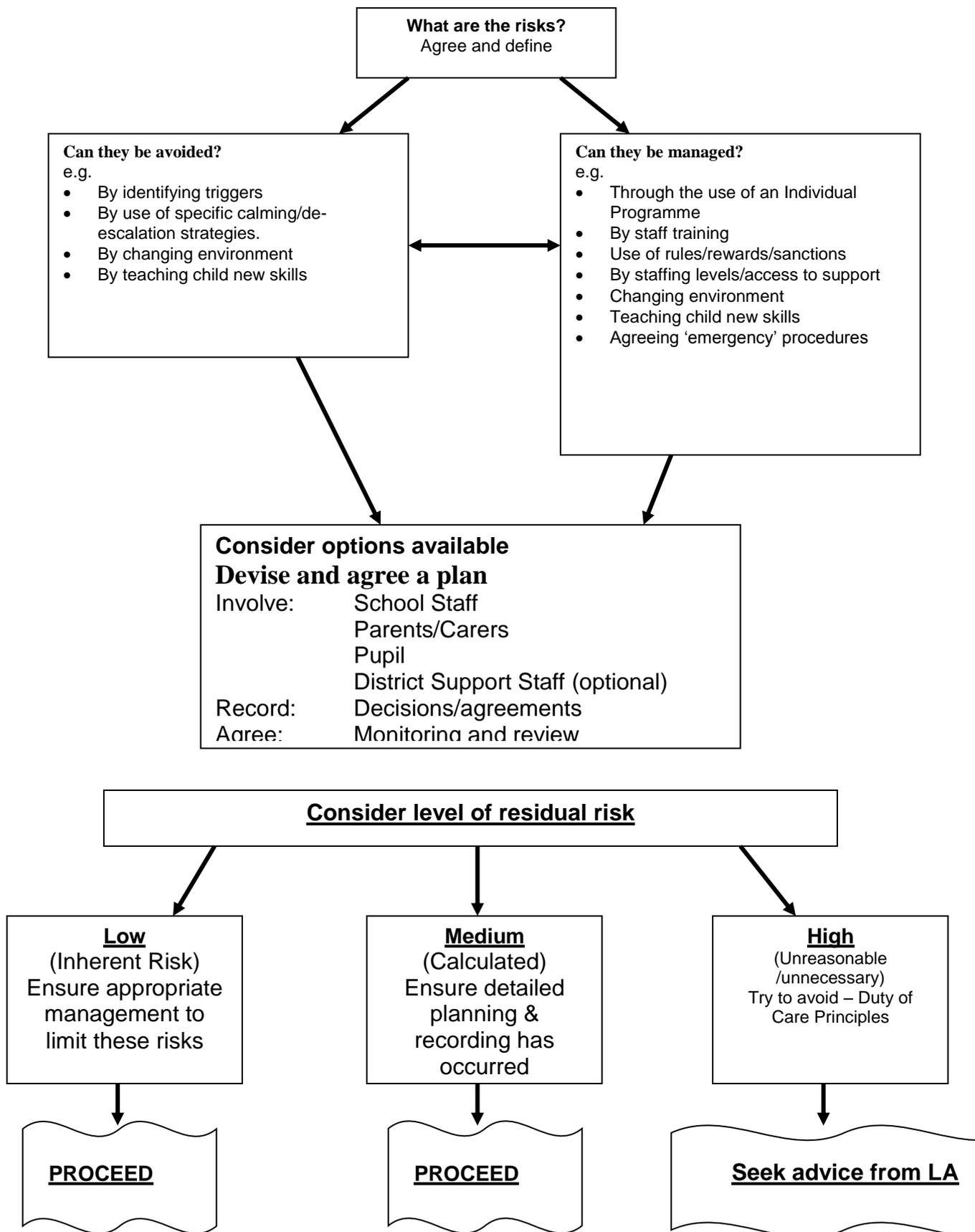
**Pupils sometimes present challenging behaviour that poses previously unforeseen risks to themselves or others**

**Unforeseen risk assessment and management may require rapid decision making. If so:**

1. Consider any risks to pupils, staff and environment.
2. Consider options available for management of the risks (think policies, procedures, the law).
3. Remember that the use of unplanned physical intervention carries a higher risk than that of planned physical intervention (risks include – injury to self/pupil; disciplinary procedures; litigation). Avoid if at all possible.
4. Take reasonable action to support and safeguard people you work with (Duty of Care).
5. Report and record risks presented, decisions made and actions taken (see Incident Form).
6. Decide if the risk is likely to recur. If so refer for risk assessment and management.

**APPENDIX IV: FORESEEN RISKS ~ Risk Assessment Process**

**Where risks are foreseen, they should be examined and decisions made about strategies to reduce and manage them.**



### **PHYSICAL INTERVENTION AND RESTRAINT**

- Physical touch is an essential part of human relationships
- We must never intend to cause pain or injury
- We use touch in the best interests of the child
- We use touch to have clear educational purpose
- We take into account gender and race issues when touching
- **Non restrictive physical intervention** is used when the child is held supportively but is free to be released
- **Restrictive physical intervention** is used to prevent, restrict or impede a child's movements
- We may use planned interventions, having pre-arranged strategies based on a risk assessment or management plan
- Unplanned interventions occur in response to unforeseen situations
- We will always try to use talk and de-escalation strategies where possible before we use physical intervention

***If you have had Team Teach/Restraint Training*** you may use your training to hold or restrain a pupil to prevent the pupil harming themselves or others. Before you use physical intervention, you will have tried de-escalation and other diversion strategies. You will have warned the pupil calmly that their behaviour will lead to physical intervention. Your use of physical intervention will involve "reasonable force" which is the force warranted by the situation. You will request adult support at the earliest opportunity. Restraint will be proportionate to the circumstances of the incident and the consequences it is intended to prevent. Any force used will be the minimum needed to achieve the desired result and for the shortest amount of time. Restraint will avoid causing pain and injury or putting pressure on joints. You will never hold a pupil face down on the ground or any position which could cause suffocation.

***If you have not had Team Teach/Restraint Training*** you may not use restrictive physical intervention or restraint on a pupil. You may use non restrictive physical intervention but the pupil is free to be released. You will use calming and de-escalation strategies. If you feel the pupil's behaviour may cause harm to themselves or others you must immediately inform the Headteacher or Deputy Headteacher and/or a staff member who is Team Teach trained.

Please see the Headteacher if you have any questions. Further information can be found the Behaviour Policy.

**English Martyrs Catholic Primary**  
**School**

***Behaviour, Bullying and Physical  
Intervention Policy***

Signed on behalf of the Governing Body

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Date .....

Signed by the Headteacher

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Date .....