

Behaviour and Discipline Policy

Kinderley CP School



Signed:

L Smith/M Hale-Smith (Co-chairs)

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BEHAVIOUR & DISCIPLINE POLICY

PART ONE: DfE guide

PART TWO: Kinderley Primary School Expectations

PART THREE: Appendices

PART ONE

This policy is based upon the “Behaviour and Discipline in Schools” guide from the DfE published in January 2016.

Key Points:

- Heads and Governing Bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing Bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits and in certain circumstances when a pupil’s misbehaviour occurs outside school.
- The power to discipline also applies to paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

What the law says:

1. The Headteacher must set out measures in the behaviour policy which aim to:
 - Promote good behaviour, self-discipline and respect;
 - Prevent bullying;
 - Ensure that pupils complete assigned work; and which
 - Regulate the conduct of pupils¹.
2. When deciding what these measures should be, the Headteacher must take account of the Governing Body’s statement of behaviour principles. The Headteacher must also have regard to any guidance or notification provided by the Governing Body, which may include screening and searching pupils, the power to use reasonable force, other physical contact, the power to discipline beyond the school gate and pastoral care for school staff accused of misconduct.
3. The Headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers’ powers to discipline include the power to discipline pupils even when they are not at school or in charge of a member of staff
5. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents² and pupils at least once a year.
6. The school’s behaviour must be published on its website (School Information (England) Regulations 2008).
7. Schools no longer have a statutory obligation to have home-school agreements in place.

¹ Section 89 (1) (a to e) of the Education and Inspections Act 2006

2 References to parent or parents are to fathers as well as mothers, unless otherwise stated

Developing the behaviour policy

In developing the behaviour policy, the Headteacher has reflected on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
10. Organisation and facilities.

If an allegation or accusation is made against a member of staff, Safeguarding procedures will be followed. If allegations are found to be malicious, disciplinary action will be taken which may include exclusion.

This policy acknowledges the school's legal duties under the Education Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

Punishing poor behaviour

What the law allows:

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

A punishment must be proportionate. Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such extent as is reasonable" (Section 90 of the Education and Inspections Act 2006).

The behaviour policy should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school including the punishments that will be imposed on pupils.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

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

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

Teachers have a power to issue detention to pupils (aged under 18). School must make clear to pupils and parents that they use detention as a sanction.

Parental consent is not required for detentions.

With lunchtime detentions, reasonable time for pupil to eat, drink and use the toilet should be allowed.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for additional items banned under the school rules.

Refer to Appendix 1 – Cambridgeshire “Appropriate use of force”.

Exclusions

Wisbech Schools’ Partnership schools adhere to the Exclusions guidance provided by the Local Authority. Corporal punishment is unlawful.

Disability, Special Needs and Emotional Wellbeing

- 1 Children and young people who have a disability, special need and/or emotional health and wellbeing difficulties should have an individual, multi-agency plan and risk assessment around their needs and behaviour, addressing any wider issues or underlying difficulties (for example EHA or TAF). Any specific issues stemming from these needs will be identified to allow for planning for episodes of difficult behaviour. This will be particularly important for children and young people whose SEN and/or disabilities are associated with:
 - Communications impairments that make them less responsive to verbal communication or unable to communicate their needs or feelings effectively;
 - Physical disabilities and/or sensory impairments;
 - Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy; or
 - Dependence on equipment such as wheelchairs, breathing or feeding tubes.
- 2 Knowledge and insight about a child or young person that their parents and other professionals involved with the family can provide will be key in managing behaviour and preventing the need for physical intervention
- 3 Any risk assessment should take into account the skills and abilities required of staff in dealing with the child or young person. Training needs must be addressed as required. This is relevant to ensure that suitably qualified and trained staff are available to deal with the child or young person. Also to ensure that the staff member is prepared to deal with the situation; thus meeting our duty of care in respect of the individual and for the employee. At the very least advice should be sought from someone who knows the child or young person well, to ensure early signs are recognised, to allow staff to work preventatively and avoid escalation.

KINDERLEY CP SCHOOL BEHAVIOUR POLICY

Kinderley CP School aims to provide a school community where everyone, children and adults, regardless of race, religion, sex, ability or background, is valued as an individual and develops high self-esteem for a positive future.

Our aims are:

- to provide a safe, caring and stimulating environment in which everyone feels secure and is given the opportunity to contribute their own personal opinions and values
- to ensure consistency in standards throughout the school so that the children and adults know what is expected of them
- to encourage and praise children for what they do well and to recognise and deal with poor behaviour and attitudes
- to positively encourage an attitude of self-discipline and trust among the children, where they have regard for other people's feelings and needs
- for the children to have a positive self-image and to learn to take responsibility for their own behaviour
- for mutual respect between children and adults, where respect for themselves, other people and their property is evident

EXPECTATIONS OF ADULTS IN SCHOOL

It is expected that all adults will encourage the children to take pride in their school by setting high standards of behaviour, speech, manners and dress. In order to do this, they should aim to establish an individual relationship with every child. Giving praise and positive reinforcement wherever possible, emphasising good behaviour and attitudes will ensure that children are aware of what is expected of them. Adults are expected to be vigilant and identify and deal with potential problems before they occur. They should be alert to possible bullying, including racial or sexual harassment

Adults should be consistent in expectations and make sure the children are aware of them, reminding them of the school rules as appropriate. They should aim to motivate all children, always expecting them to do their best, noticing and praising positive behaviour and effort. Teachers are expected to set and maintain high standards of classroom organisation and display, involving the children in taking care of the classroom and giving the children responsibilities wherever possible. Whenever possible, adults should greet the children as they enter the classroom.

Adults have a responsibility for all children, not just those from their own classes. They should inform colleagues of any child who has caused concern, keeping them aware of potential problems. Adults should be confident to ask for and expect support from colleagues, including the headteacher.

When on duty at breaktimes adults should be visible at all times and aware of potential hazards in the school environment. They should be vigilant to problems being experienced by pupils, based on information from colleagues. Whenever possible they should seek out these children to monitor behaviour or talk to them to ensure they are having a trouble-free break, depending on the problem. Incidents should be reported to the class teacher or, if serious, to the headteacher.

EXPECTATION OF CHILDREN

Children are expected to understand that rules are there to be followed in order to make the school environment a safe and happy place for everyone. Older children should set a good example to younger children. They are expected to take pride in themselves and the school, showing this through their attitude to

work and towards others. Children should be kind, considerate and helpful, respecting other children, adults and property. Our expectations of children at school also apply when travelling to or from school.

Whilst at school, the expectation is that children will only use language suitable for the school environment. In the classroom they should listen when others are speaking and only talk when everyone is listening. Children are expected to put their hand up for attention or when they want to speak, rather than calling out. They should walk sensibly around the school and line up quietly. Children are expected to take care of their own belongings, keeping the classroom, cloakroom and all corridors tidy.

At breaktimes the children are expected to enjoy themselves and have fun, whilst being considerate of others, remembering the space and equipment is there for everyone to use. When outside they should keep activities to the designated areas, staying outside or asking an adult if they need to go inside. If they hear a whistle or bell they must stop what they are doing, stand still, be quiet and listen to the adult for instructions. Children are expected to keep the grounds tidy, looking after plants and putting litter in the bin.

At all times children are expected to be sensible. They should be kind to one another and tell an adult if this is not happening.

BEHAVIOUR STRATEGIES

The behaviour of adults will reflect their expectations of the children. Adults should aim to be firm, fair and consistent. They should keep calm, listen to children and follow up any problems to their conclusion.

Adults are expected to look for positive behaviour, praise this and continually reinforce such behaviour, so that well-behaved children are not overlooked and good behaviour becomes the norm. Positive behaviour and attitudes will be celebrated in a range of ways including stickers, team points and certificates.

When dealing with unacceptable behaviour, adults are expected to respond appropriately and address the problem. They should remain calm and reduce the tension, avoiding confrontation where possible. Adults are expected to listen to all sides to establish the facts.

The school is currently using ClassDojo to record team points and these can be added for good behaviour and attitudes, but also removed for negative actions and attitudes.

SANCTIONS

Adults are expected to follow the approved system of sanctions. Any sanction applied should be appropriate to the maturity of the child and should be fair, consistent and immediate where possible. Wherever possible, incidents of poor behaviour will be discussed with the child so that a repetition can be avoided.

Sanctions may be one of the following:

- a quiet verbal reminder of rule being broken
- team points removed
- the child may be moved to sit on their own
- part or all of a breaktime may be missed
- the child may be moved to another class
- work not done can be completed at breaktime or sent home for completion
- the child may be sent to the headteacher
- behaviour log completed and sent home

If a child misses a breaktime, the member of staff who dealt with this will be responsible for their supervision

BEHAVIOUR LOGS

If a child's behaviour is unacceptable then they will be given a warning. If the behaviour continues then the incident will be recorded on a behaviour log sheet (see appendix). For serious incidents, the warning stage may be omitted and a behaviour log sheet will be completed automatically. Two copies will be sent home and parents of any child receiving a behaviour log sheet will be expected sign one copy and return it to school. Unacceptable behaviour includes persistent low-level disruption which disturbs the learning of others in the classroom, refusal to follow instructions, deliberately hurting another child or adult, verbal aggression or rudeness. Instances of these behaviours are rare at Kinderley, but will be dealt with appropriate sanctions when they arise.

PROCEDURE FOR CHILDREN CAUSING CONCERN

A record should be kept if a child is persistently exhibiting poor behaviour or attitude. The record should include what the behaviours are, when they occur and the action taken by the adult. If other children are affected then this should also be noted.

The headteacher should be informed of any children who are persistently misbehaving. It may be that there is a need for continued monitoring of the child, with regular discussions between the school and parents.

As a final resort, it may be necessary to exclude a child from the school and at this point the Chair of Governors will be informed. This may be for persistent unacceptable behaviour or a single incident. Exclusion follows County procedures. The parents must be notified immediately of the exclusion and of the reason for it. Parents have the right of appeal, and the Head may be instructed to lift the exclusion.

PART 3

APPENDICES

Appendix 1

Cambridgeshire “Appropriate Use of Force”

- 1 The importance of attempting to de-escalate situations and avoid the use of force should be clear in all policies. However, policies and procedures should provide staff with clear guidance on the types of force and techniques that may be used to physically intervene or restrain the child or young person if it becomes necessary.
- 2 In all settings, the decision to intervene using physical restraint should be a professional judgement taken calmly and in full knowledge of the desired outcome. Though likely to be a last resort it should not be an act of desperation but a conscious decision to act in the child or other’s best interest.
- 3 Cambridgeshire County Council fully endorses the underpinning principles published by the Department for Education and Skills/Department of Health (2002) being:
 - The use of force should, wherever possible, be avoided
 - There are occasions when the use of force is appropriate
 - When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- 4 Cambridgeshire County Council endorses the use of behaviour management methodologies which are accredited by the British Institute of Learning Disabilities (BILD) only. Non accredited methodologies should not be used by settings. Methodologies which have been used successfully in Cambridgeshire settings and should be considered for use are:
 - Team Teach
 - Proact-SCIPr
- 5 Managers in settings and schools are responsible for ensuring that they use this guidance and associated policies to ensure that:
 - This is current policy in place for the service, setting or school
 - There is opportunity to review the policy at least annually
 - A robust risk assessment is in place, and
 - Appropriate support and de-brief is available to children, young people and staff and that they are aware of how to access the support available
- 6 The application of restrictive physical intervention should be an act of care not of punishment or aggression and should not be used purely to force compliance with staff instructions when there is no immediate risk to the child or other individuals.
- 7 Only the minimum of force necessary to prevent injury or to remove the risk of harm should be applied and , if used, this should be accompanied by calmly letting the child/young person know what they need to do to remove the need for restrictive physical intervention.
- 8 As soon as it is safe to do so, the restrictive physical intervention should be gradually relaxed to allow the young person to gain self-control.
- 9 Whenever possible, restrictive physical interventions should be used in a way that is sensitive to, and respects the cultural expectations of, children and service users and their attitudes towards physical contact.
- 10 Physical intervention is not to be used simply to maintain or bolster good order in the classroom or other environment. It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should not become habitual or routine.
- 11 For these reasons Cambridgeshire County Council has elected to use the term “restrictive physical intervention” to describe direct safeguarding action. The term “restrictive physical intervention” is defined by the DfE/DoH (2002) as being “designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...”
- 12 Restrictive physical interventions may be used to achieve different outcomes such as:

- To break away from dangerous or harmful physical contact
- To separate the person from the events triggering risk and/or challenging behaviour
- To protect the child or young person

13 Interventions may be

- **Proactive**, in which staff employ, where necessary, prearranged strategies and methods which are based upon a risk assessment and recorded in individual plans
- **Reactive**, which occur in response to unforeseen events

14 There is no legal definition of “reasonable force” so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

15 Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will also depend on the age and understanding of the child or young person. It is also important to recognise that where a restraint might be considered reasonable in one instance it may not be in another.

16 Only a court may judge what is reasonable in terms of the amount of force used in physical restraint and obviously does so retrospectively.

Appendix 2

The Rights and Responsibilities of Schools' Pupils and Parents in Ensuring an Orderly Climate for Learning

SCHOOLS	
Rights	Responsibilities
<p>To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.</p> <p>To enforce the school's behaviour policy – including rules and disciplinary measures.</p> <p>To expect pupils and parents' co-operation in maintaining an orderly climate for learning.</p> <p>To expect pupils to respect the rights of other pupils and adults in the school</p> <p>Not to tolerate violence, threatening behaviour or abuse by pupils/parents. If a parent does not conduct him/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</p> <p>To take firm action against pupils who harass or denigrate teachers or other school staff, on or off school premises – engaging external support services, including the police, as appropriate.</p>	<p>To ensure that the whole school community is consulted about the principles of the school behaviour policy.</p> <p>To establish and communicate clearly measures to ensure good order, respect and discipline.</p> <p>To co-operate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</p> <p>To ensure the school behaviour policy does not discriminate against any pupil on grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</p> <p>To ensure teachers' roles in school discipline are consistent with the National Agreement Raising standards and Tackling Workload and workforce remodelling agenda, so that there is a recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</p> <p>To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</p> <p>To support, praise and as appropriate reward pupils' good behaviour.</p> <p>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</p> <p>To make alternative provision from day 6 for fixed period excluded pupils and where appropriate arrange for reintegration interviews for parents at the end of a fixed term period exclusion.</p> <p>To take all reasonable measures to protect the safety and well-being of staff and pupils, including all forms of bullying and dealing effectively with reports and complaints about bullying.</p> <p>To ensure staff model good behaviour and never denigrate pupils or colleagues.</p>

	<p>To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</p> <p>To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</p> <p>To work with other agencies to promote community cohesion and safety</p>
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PUPILS	
Rights	Responsibilities
<p>To contribute to the development of the school behaviour policy, with every pupil being involved in the consultation.</p> <p>To be taught in a safe environment that is conducive to learning and free from disruption.</p> <p>To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</p> <p>To appeal to the Headteacher or Governors and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</p>	<p>To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</p> <p>To act as positive ambassadors for the school when off school premises.</p> <p>Not to bring inappropriate or unlawful material to school.</p> <p>To show respect to school staff, fellow pupils, school property and the school environment.</p> <p>Never to denigrate, harm or bully other pupils or staff.</p> <p>To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.</p>

PARENTS	
Rights	Responsibilities
<p>To contribute to the development of the school behaviour policy.</p> <p>To be kept informed about their child's progress, including issues relating to their behaviour.</p> <p>To expect their child to be safe, secure and respected in school.</p> <p>To have any complaint they make about their child being bullied taken seriously, and investigated/resolved as necessary.</p> <p>To appeal to the Headteacher or Governors and beyond that to the Secretary of State, if they believe</p>	<p>To respect the school's behaviour policy and the disciplinary authority of the school staff.</p> <p>To help ensure their child follows reasonable instructions by school staff, and adheres to the school rules.</p> <p>To send their child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn.</p> <p>To check that their child does not bring any unsuitable items to school, particularly those that could endanger others.</p>

the school has exercised its disciplinary authority unreasonably.

To appeal against a decision to exclude their child, first to the governing body of the school and then in the case of a permanent exclusion to an independent appeal panel.

To ensure school staff are aware of any SEN related or other personal factors, which may result in their child displaying behaviours outside the norm..

To be prepared to work with the school to support their child's positive behaviour.

To attend meetings with the Headteacher or other school staff if requested, to discuss their child's behaviour.

To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.

If their child is excluded from school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

Appendix 3

Preparing for the use of Restrictive Physical Interventions by Staff

These procedures support the application of the Cambridgeshire County Council policy and guidance on the Effective Management of Behaviour. All staff should study the policy statement carefully.

1. The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this setting is Mrs J Atkins.
2. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is Mrs J Atkins
3. Copies of all risk assessments are held in the Headteacher's Office and are reviewed after every use of force and termly.
4. As of 1st September 2018 the people who are authorised to use reasonable force in planned restrictive physical interventions are listed here. No other person should engage in a planned intervention. Only those trained in appropriate techniques within the last twelve months or the period of time agreed by a BILD accredited training organisation may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is Mrs J Atkins
5. Training records are held in the Safeguarding File in the Headteacher's Office.
6. Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
7. Every use of restrictive physical intervention is to be reported the same day to the Head of the setting. The head will ensure that a parent of the child who has had force used against them is notified that day.
8. In addition, the details of each use of physical intervention must be recorded on the incident Report Form in the Physical Intervention book that is held in the Headteacher's Office. The person leading the planned or unplanned intervention must complete this form. The headteacher will review every use of physical intervention.

Touch and the use of Restrictive Physical Intervention for all Staff working with Children and Young People.

Policy and Guidance for Staff at Kinderley Primary School

Context

Cambridgeshire children and young people's settings are encouraged to use this framework, and to adapt it to their own situation.

It is advised that all settings should be familiar with the Cambridgeshire Policy on the Effective Management of Behaviour and associated guidance.

The policy is best placed within the context of the setting's Behaviour Policy; it will be part of a graduated response, and needs to be agreed in consultation with staff, governors, parent/carers, and children/young people (CYP). It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and safeguarding, Equal Opportunities and Pastoral Care.

Introduction

At Kinderley Primary School we believe that CYP need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of CYP the use of restrictive physical intervention may be needed, and, on occasions, acceptable forms of intervention accredited by the British Institute of Learning Disabilities (BILD) will be used. The majority of CYP behave well and conform to the expectations of our setting. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour.

All the staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

When the use of restrictive physical interventions may be appropriate in Kinderley Primary School

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain CYP may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and CYP are important considerations. Under certain conditions this duty must be an over-riding factor.

Who may use restrictive physical intervention in Kinderley Primary School?

We take the view that staff should not be expected to put themselves in danger, and that removing CYP and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the CYP.

Names of authorised staff:

Headteacher – Mrs J Atkins

Teachers – Mr A Laing, Mrs B Cartwright, Mrs J Howie, Mrs C Nicholson, Mrs R Jarvis, Miss H George

Teaching Assistants/Midday Meal Supervisors – Mrs S Mayers, Mrs D Welbourn, Mrs, L Gourley, Mrs A Peggs, Mrs D O’Flynn, Miss C Smith

The following staff have had Team Teach training: Mrs B Cartwright, Mrs A Peggs.

Planning for the use of restrictive physical intervention Kinderley Primary School

Staff will use the minimum of force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the CYP’s and/or other CYP’s best interests
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the CYP
- Only the minimum force necessary will be used to prevent severe distress, injury or damage
- Staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the CYP to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of setting policy.
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable.
- The age, understanding, and competence of the individual CYP will always be taken into account

- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each CYP's circumstance
- Procedures are in place, through the pastoral system of the setting, for supporting and debriefing CYP and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Acceptable forms of intervention in Kinderley Primary School

There are occasions when staff will have cause to have physical contact with CYP for a variety of reasons, for example:

- to comfort a child or young person in distress (so long as this is appropriate to their age)
- to gently direct a child or young person
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the child or others
- in rare circumstances, when Restrictive Physical intervention is warranted

In all situations where physical contact between staff and CYP takes place, staff must consider the following:

- the CYP's age and level of understanding
- the CYP's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

Developing a Risk Assessment & Plan in Kinderley Primary School

If a CYP is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Risk Assessment & Plan will be completed. This Plan will help the CYP and staff to avoid difficult situations through understanding the factors that influence the behaviour and identify the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents / carers and CYP to ensure they are clear about what specific action the setting may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a **record** needs to be kept in the setting of risk reduction options that have been examined and discounted, as well as those used
- managing the CYP, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used.
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the CYP
- ensuring a system to summon additional support
- identifying training needs

We will take medical advice about the safest way to hold a child with specific medical needs if necessary.

Guidance and training for staff

Guidance and training is essential in this area. We need to adopt the best possible practice. In Kinderley Primary School this is arranged at a number of levels including:

- awareness for governors, staff and parents
- behaviour management for all staff
- managing conflict in challenging situations – all staff
- specific training on Restrictive Physical Intervention techniques – some staff

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Cambridgeshire's Child Protection and Safeguarding policies.

This policy was adopted by the staff, in consultation with the Governors. It was approved by the Governors and will be reviewed annually and the School Effectiveness Committee will monitor the policy between reviews.