



# Positive Relationships and Behaviour Policy

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<b>Policy Category</b>	<b>1</b>	<b>Academy to implement without amendment</b>

## Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
2	May 2020	Sarah Cope	ADDENDUM ADDED FOR COVID
3	Nov 2020	Sarah Cope	ADDENDUM FOR LEARNING BEHAVIOURS TEAM TEACH
4	June 2022	Sarah Crampton	<ul style="list-style-type: none"> <li>✓ COVID protocols appendices removed</li> <li>✓ Addition of EEF Guidance throughout the</li> <li>✓ Policy to align policy and practice.</li> <li>✓ Consequence System Reviewed</li> <li>✓ Proud Awards Introduced</li> <li>✓ Academy Expectations Included</li> <li>✓ Appendices Added</li> </ul>
5	June 2023	Sarah Crampton	No updates

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**This policy should be read in conjunction with the:**

- **Anti-Bullying Policy**
- **Positive Handling Policy**
- **Exclusion Policy**
- **Safeguarding Policy**
- **Complaints Procedure Policy**

## 1. Rationale

It is a primary aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The academy's Positive Relationships and Behaviour Policy is therefore designed to support the way in which all members of the academy can learn, work and play together in a supportive way. It aims to promote an environment where everyone feels happy, safe and stimulated. As an academy we feel it is important to promote high expectations of our self and others through a consistent approach which enables parents, pupils and staff to understand our approach to the management of behaviour and promotion of high expectations, respect, manners and relationships.

It is also recognised that for some pupils, adaptations on these procedures will be made to meet Social Emotional Mental Health, Learning or other specific needs. Some pupils may need specific interventions and a Personalised Behaviour Support Plan.

Our policy is based on EEF Guidance- Improving Behaviour in Schools and the work of Paul Dix where the adult is the role model of good behaviour and high expectations; restorative practice and positive discipline approaches.



## EEF Recommendation 1- Know and Understand your pupils and their influences

### Positive Relationships

Positive relationships between adults and children are key to creating a safe and supportive behaviour culture. Pupils benefit from behaviour support rather than behaviour management-children rely on clear expectations and consistency to understand what is expected of them in different situations. From children entering the academy in Nursery through to Year 6 we teach children what high expectations look like and model these as adults. Adults support children to understand and meet the expectations so they can meet these standards at all times. We do this in a nurturing, caring and safe environment where children understand that adults will support them to make the right choices and respect everyone within the academy.



### The Thrive Approach



work most closely, with that child.

The key principles of supporting behaviour through the Thrive Approach is using relational, regulatory and restorative practices. Based on neuroscience and attachment theory the approach is used to identify emotional development needs in children so that differentiated provision can be put in place by the adults, who

### Golden Rules

The academy has five Golden Rules, but the aim of the policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.

### We will always:

1. **Keep everyone safe**
2. **Keep being honest**
3. **Keep everyone learning**
4. **Keep everyone included**
5. **Keep everyone's property safe**

We expect every member of the academy community to behave in a considerate way towards others.

The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation leading to intrinsic motivation by all. Regular assemblies, PSHE lessons and Circle Time also reinforce the message of making the right choices because this makes us good citizens within our community. The Golden Rules reinforce the principles of positive discipline.

**Positive Discipline is centred on three very simple concepts:**

1. *That all young people enjoy being effectively rewarded for their effort.*
2. *That most young people need clear guidelines in terms of what constitutes acceptable behaviour.*
3. *That effective communication between teachers, parents and students is essential in effective schools.*

## 2. Expectations for all Stakeholders

<b>SLT</b>	<ul style="list-style-type: none"> <li>➤ To implement and monitor the Positive Relationships and Behaviour policy.</li> <li>➤ Report to the Local governing Body (LGB), as appropriate, the effectiveness of the policy</li> <li>➤ Set high expectations through consistently modelling the academy values</li> <li>➤ Strive to ensure all pupils work to the best of their ability</li> <li>➤ Ensure the health, safety and welfare of all pupils</li> <li>➤ Keep records of all reported serious incidents of misbehaviour and all forms of peer-on-peer abuse including bullying and racism</li> </ul>
<b>All Staff</b>	<ul style="list-style-type: none"> <li>➤ To lead by example</li> <li>➤ To be consistent in dealing with pupils, parents and adults in general</li> <li>➤ To encourage the aims and values of the academy and local community, among the pupils</li> <li>➤ To have high expectations of the pupils</li> <li>➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.</li> <li>➤ To encourage regular communication between home and academy</li> <li>➤ To respect pupils and be consistent</li> </ul>

<b>Pupils</b>	<ul style="list-style-type: none"> <li>➤ To respect, support and care for each other, both in the academy and the wider community</li> <li>➤ To listen to others and respect their opinions</li> <li>➤ To attend the academy regularly, on time, ready to learn and take part in academy activities</li> <li>➤ To take responsibility for their own actions and behaviours</li> <li>➤ To follow the academy rules as instructed by all members of staff throughout the academy day</li> <li>➤ To be respectful of others, regardless of differences; for example, race, gender, religion, disability, sexualisation and age</li> </ul>
<b>Parents and Carers</b>	<ul style="list-style-type: none"> <li>➤ To be aware of, and support, the academy's values and expectations</li> <li>➤ To ensure that pupils attend regularly and on time for the academy day</li> <li>➤ To take an active and supportive interest in their child's work and progress</li> <li>➤ To respect, model and support the aims and values of the academy</li> </ul>
<b>LGB</b>	<ul style="list-style-type: none"> <li>➤ Ensure that the policy is administered fairly and consistently</li> <li>➤ Review this policy every two years</li> </ul>

**EEF Recommendation 3- Use Classroom Management Strategies to support good classroom behaviour**  
**EEF Recommendation 4- Use simple approaches as part of your regular routine**

### 3. Reward Systems at Carr Lodge Academy

Our academy is divided into four 'houses'.

Dojos (house points) are awarded for demonstrating positive behaviours such as:

- Modelling the Golden Rules
- Showing good manners
- Using Fantastic Walking
- Acts of Kindness
- Strong effort and engagement in learning
- Demonstrating respect of all
- Excellent attitudes to learning
- Modelling the learning behaviours
- Being a Role Model within the community

Dojos are collected in houses on Class Dojo. The totals for each house are collected weekly and shared in Celebration assembly. Each half term the house with the most points is awarded the academy cup and the children in the house receive a reward which is voted for by the children at the start of the term.

#### Golden Ticket Winner

As an additional incentive the class teacher will select a Golden Ticket winner to also attend the house reward. This is for a child who is not in the winning house but embodies the positive behaviours all term long and is consistently a good role model to all.

#### Recognition Boards

To develop a sense of team work and intrinsic motivation in the academy and promote our learning behaviours each class has their own 'Recognition Board' the purpose of the board is to set a class target linked to positive learning behaviours e.g. *'To be resilient to our learning...'* this could be set for a lesson, a day, a week etc. The class then aim to work together to get every class member on the board for showing this behaviour and to celebrate when they achieve this as a team.



## Celebration Assembly

The academy understands the importance of different levels of praise and recognition. We use weekly celebration assembly to celebrate the efforts and achievements of pupils in and out of school including- Proud Awards, Hand Writer of the Week, Diamond Dash Awards, Reading Rockets and Reading Plus Awards, Sports Awards, Attendance Awards, House Points, Extra Curricular Activity Awards, Charity/Fundraising Achievements.

### Proud Awards

Each week, a child from each class, who has strongly demonstrated one of the academy Learning Behaviours is awarded a Proud Award for the behaviour. Adults in assembly share with the school while they have been given the award and what they were doing to demonstrate a good example of that learning behaviour. The child receives the certificate for that learning behaviour and a postcard is sent home in the post to celebrate the achievement with parents/carers.

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*EEF Recommendation 2- Teach learning behaviours alongside managing misbehaviour. EEF Recommendation 4- Use simple approaches as part of your regular routine*

*EEF Recommendation 6- Consistency is key*

## 4. Academy Routines/Expectations:

When children join/return to the academy in September the Principal, teachers, support staff and midday supervisors revisit individual routines and expectations with the children to ensure they are refreshed in their minds. These are modelled by all adults and children are praised for good modelling of the expectation and reminded of the expectation if they are not modelling this.

### Consistent Kindness

We believe most negative behaviour can be managed through modelling what it is we expect of the children. Ensuring all children feel valued and are part of our academy team is key in raising expectations of children's behaviour. We do this through the way all adults in the academy speak and interact with children and model the behaviour we want to see for example:

### Meeting and Greeting

At the start and end of each academic day the teacher and TA, responsible for that class, shake hands with every pupil as they enter/leave the classroom and say 'good morning'; 'good afternoon' to the children. This shows children we value their presence in the classroom; giving children a sense of place, that they are safe and we like them.

### Fantastic Walking

When walking around the academy children and staff model, 'fantastic walking' this follows the '3P's' which was agreed by staff and children in September 2019. **Presentation** (does your uniform look smart? Tie straight, shirt tucked in etc); **Pride** (hands behind back, chest out, head held high) and **Purpose** (walking 'like you have somewhere to go' and an appropriate pace).

Children and staff use fantastic walking inside the academy when walking in a line or by themselves and on the playground when walking inside after the whistle has blown.

### **Lining Up**

Children are taught the lining up routine when they join their new class each year. This includes:

- **Single File**
- **Hands behind backs**
- **Facing the direction you are going**
- **Lips Closed**

### **Give Me 5**

All adults will use 'Give Me 5' as the consistent signal that they need the children's attention. If an adult puts their hand up to ask for '5' the children are expected to hold their hand up showing 5 fingers back in return.

This represents they have their:

- **Eyes looking**
- **Ears Listening**
- **Lips Closed**
- **Brain Thinking**
- **Hands Still**



### **Don't Walk Past!**

In order to have high expectations of ourselves, others and our surroundings it is expected that all adults and children would not ignore/ turn a blind eye to behaviour or circumstances that do not meet the standard set out in this policy. This includes challenging those not following/meeting the Golden Rules, Learning Behaviours or Academy Expectations.

**In practical terms this includes examples such as:**

- Not walking past rubbish
- Chairs to be under in the classrooms and learning pods/corridors
- Straightening furniture and soft furnishings in Reading Nooks ready for the next user
- Challenging those not Fantastic Walking or talking when walking down the corridors
- Walking silently into lessons/assembly
- Repairing displays
- Classrooms being clutter free
- Uniform and P.E. Kit being worn correctly
- Tidy cloakrooms
- Punctuality

### **Learning Behaviours**

The academy believes that pupils need specific transferable skills to support them becoming well rounded individuals that can adapt to any environment or situations they find themselves in. With that in mind the pupils are taught learning behaviours and use these in all their lessons and work on developing their

learning behaviours in explicit skills lessons.

- **Resilient Rosie** who always commits herself to learning and self-improvement. She has a great ability to organise herself and workout goals and priorities.
- **Inquisitive Isaac** is a planner. He plans what to do and how to go about it. He likes to make informed decisions, but recognises that other people may have other ideas.
- **Reflective Ronnie** is always keen to improve. He invites and reflects on and limitations as a learner.
- **The Collaborative Crew** love hanging out together and always play a full part in the life of the school. They work together with a strong sense of consideration and fairness towards others.
- **The Thinking Twins – Motivated Mo and Creative Chrissy** are on the same wavelength. They always ask ‘why?’ ‘how?’ And ‘what if?’ They think creatively and try out different ways to tackle a problem.
- **Vigilant Violent-** follow social distancing being responsible for the safety of the academy citizens.
- **Mindful Mario-** calm yourself, reflect on your learning, emotions and relax.

## 5. Sanctions and Consequences

In the academy we use a restorative approach to resolving and repairing conflict and tackling unwanted behaviours. All consequences are to support pupils learning how to improve their behaviour and to understand that there are repercussions for inappropriate behaviour. Our aim in doing this is to reduce the same behaviours being repeated and help children make better choices, if the situation was to arise again. When poor choices or behaviour are displayed sanctions are applied at an age/stage/ need appropriate level. The consequence system is in place, when all previous strategies have not worked to deter the poor behaviour. This is to ensure positive classroom/ academy behaviour is promoted- pupils will have had many opportunities to make the right choice and stop the undesired behaviour before a sanction is used. The classrooms, hall and playground, has the consequence system displayed in a prominent position as a reminder to pupils and adults. If a behaviour escalates quickly and does not show signs of improvement the consequences may be escalated. ‘Every session’ is described as a morning or afternoon session. If this needs to be broken down into smaller steps this would be on a personalised behaviour support plan.

<p><b>Stage 1</b></p>	<p><b>HINT- I am looking for the smartest sitter in room SPOTTING children modelling the correct behaviour and praising GESTURE</b>  <b>LOOK</b>  <b>REMINDE</b>  <b>R</b></p>
<p><b>Stage 2</b></p>	<p><b>Say what you see and what you want to see-</b>  <i>Jane you are not keeping everyone learning; you are distracting children- you need to focus on your writing- thank you.</i></p>

<b>Stage 3</b>	<p><b>Same behaviour continues-</b>  <i>You are continuing to not keep everybody learning- you can either make the correct choice or choose to take 5 minutes time out (work station) to think about how you can correct this behaviour. (Time paid back at breaktime).</i></p>
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<b>Stage 4</b>	<p><b>Same behaviour continues or refusal to go to work station- Removal from classroom:</b></p> <p><i>You have continued to make the wrong choice you need to go work in classroom and complete your learning at their work station.</i></p> <p><b>Restorative Practice discussion with the person giving the stage 4 at breaktime:</b></p> <ul style="list-style-type: none"> <li>➤ <i>What happened- Which rules/learning behaviour was not followed?</i></li> <li>➤ <i>How do you feel? Who did this affect?</i></li> <li>➤ <i>How did this happen?</i></li> <li>➤ <i>How can we make it better? How can we help?</i></li> <li>➤ <i>What needs to happen next?</i></li> </ul> <p><b>Recorded on CPOMS by the adult who gave the Stage 4- Parents Informed- phone call</b></p>
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<b>Stage 5</b>	<p><b>Given immediately for unacceptable behaviours such as walking out of class, swearing, hurting another child or adult, threatening behaviour, destructive and/or unsafe behaviour, intentional damage to property.</b></p> <ul style="list-style-type: none"> <li>➤ <i>The pupil will be issued with a break time/ lunchtime detention and after discussion with the SLT a ½ or full day isolation may be implemented.</i></li> <li>➤ <i>Restorative Practice Discussion will take place with SLT and Class Teacher/Adult who reported Stage 5.</i></li> <li>➤ <i>Meeting with parent/carer in school- behaviour monitored for 2 weeks and Behaviour Support Plan put in place if significant improvement not seen at the judgement of the class teacher with SLT.</i></li> </ul> <p><b>Reported on CPOMS by the adult who gave the Stage 5</b></p>
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*\*Any child who has reached Stage 5 or regular Stage 4s, at the discretion of the Principal, will not take part in their house's special reward activity if their house wins or external trips if it is not deemed safe to do so.*

The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend academy free from fear.

All incidences are brought to the attention of the Principal or Vice Principal. Parents, children and staff are clear about the academy's definition of bullying. Further information regarding bullying can be found in our Anti-Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

### **Physical Intervention**

Staff only intervene physically to restrain a child if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

A selection of staff have taken part in Team Teach training and these staff are part of the Pastoral Team who support children should they be dysregulated, in crisis and need support to stay safe.

**\*\*See Positive Handling Policy Appendix 2**

***EEF Recommendation 5- Use targeted approaches to meet the needs of individuals in your school***

### **Behaviour Support Plans**

***A flexible but consistent approach is not a soft option and requires considerable resilience in the adults who are trying to support and teach young people immersed in their own difficulties' John Cornwall, 2015***

We recognise that some pupils need a tailored behaviour plan as the general behaviour policy may not meet their needs fully. Children who have reached Stage 4 or 5 regularly will be discussed at meetings with Senior Leaders and a Behaviour Support Plan should be formulated. Staff will seek advice and support from Senior Leaders and outside agencies where appropriate. The parent and the child will be involved in formulating the plan which will set out specifically their positive behaviour targets and any consequences.

### **Fixed-term and permanent exclusions**

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. The Principal (or Acting Principal) has the authority to issue fixed-term and permanent exclusions on disciplinary grounds and in line with the Trust Exclusions Policy.

The Principal takes the decision to exclude a pupil for a fixed period and will action the following: The Principal (or delegated person) will contact the parent/carer ideally by telephone to arrange the collection and supervision of the pupil. The child's welfare must ALWAYS be the prime consideration. Give written notice to the parents informing them of:

- The precise period and the reasons for the exclusion
- The parents' duties during the first 5 days
- The parents right to make a representation to the governing board
- The person the parent should contact if they wish to make such representations
- The arrangement to set and mark work for the pupil during the initial five-day period.
- If relevant the school day on which they will be provided with full time education.

- Details of the reintegration interview.

The Principal should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and their right to make representations to the governing board have been understood.

**A template letter for this process is included in Appendix 1 of the Exclusion Policy**

When establishing the facts in relation to an exclusion decision the Principal must apply the civil standard of proof; i.e. **'on the balance of probabilities'** it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.

The Principal and Governing Board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions.

The Principal must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not;
- foster good relations between people who share a protected characteristic and people who do not share it.

The Principal must inform the CEO, the Local Authority and the Governing Board if a pupil is excluded for more than 15 days in any one term.

Pupils can be excluded for 1 or more fixed periods, up to a maximum of 45 school days in any one school year. A fixed period exclusion does not have to be for a continuous period. A fixed period may be extended to or converted to a permanent exclusion in exceptional cases, usually where further evidence has been uncovered. The academy has a duty to arrange full time education from and including day 6 of the exclusion and has a duty to provide full time education for a looked after child from day 1.

When returning back to school an interview will be arranged with the Principal or a delegated senior member of staff and the parent and child on the school premises. If the parent fails to attend, the school must keep a record of the failure as this could be considered at court in deciding whether to impose a parenting order. Parents have the right to make a representation to the governing board for any fixed term exclusion.

Sending children home from school during lunchtime will also be considered a temporary exclusion. Informal exclusions such as sending a child home to "cool off" are unlawful, regardless of whether they occur with the agreement of parents. Any exclusion of a pupil must be formally recorded.

**The procedure for this is the same as above and there is a template letter to parents in Appendix 2.**

**A template letter regarding the provision of education from day 6 of an exclusion is included in Appendix 3 both in the Exclusion Policy.**

### **Monitoring and Review**

The Principal monitors the effectiveness of this policy on a regular basis. Behaviour incidences are monitored daily. She also reports to the Local Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps a central record of Stage 4 and 5 incidents on CPOMS.

The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

### **Supporting Wellbeing and Professional Development**

The academy and Trust have a Wellbeing and Mental Health Policy to support the W&MH of all staff and pupils. There is a program of CPD and initiatives throughout the academic year to support and develop understanding in this area. Staff and pupils are signposted to the people to go to should they need support. Wellbeing and Mental Health of all staff and pupils is regularly surveyed to inform and update the policy and action plan.



## 6. Appendix 1:

### EEF Model- Improving Behaviour in Schools

### 1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

### 2


Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

### 3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

### 4


Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

### 5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

**Implementation**

### 6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

[Print](#)

## 7. Appendix 2

### Positive Handling

#### Policy Rationale

This policy is based on the idea that physically restraining pupils will be as a last resort and occur rarely and only when there is no alternative in theirs and others' interests and safety.

Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil, of others, where there is a risk of damage to property or where there is serious disruption. The academy recognises the importance of placing its policy on physical restraint within the context of its whole-academy approach to behaviour.

The academy's behaviour policy sets out the steps taken to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps.

#### Aims and Objectives

Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others. Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in a difficult situation. All staff may physically restrain pupils to protect the pupils or themselves without having received formal training according to LA documentation. However, the academy will seek external training for some staff and update that training as required. Specific staff members are Team Teach trained.

#### Implementation

The academy has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may involve the use of reasonable force in accordance with the academy's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control. Physical restraint should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious harm to property.

#### Physical restraint will only be used in the following circumstances:

- The child is attempting to harm himself/herself or his/her actions may result in harm.
- There is a risk of physical injury to a member of staff or a member of the public.
- Damage to property is being caused.
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken.

Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and deescalate the situation have been pursued or where staff feel that immediate action is required. Once a member of staff has decided to intervene physically to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied. Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others,

once they have calmed down and no longer posing a threat then the restraint will cease.

- Summon help from another member of staff, to assist and, where possible, one other to act as a witness. Other staff may need to swap in as needed.
- Use only the minimum force necessary to prevent injury or damage and apply for the minimum amount of time.
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control.
- Reassure the pupil, as they regain self-control.<sup>15</sup>
- Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms.
- Immediately following an incident, staff involved will be given the opportunity to take timeout.

### Reporting/Recording Serious Incidents

All Serious incidents, which result in physical intervention taking place will be recorded on CPOMS which is time and date stamped. Following a physical intervention taking place, the parents/carers of the pupils involved will be informed by telephone or in person.


### Post Incident Supervision

It is essential that following a physical intervention that supervision is held for the staff members and pupil involved. Immediately after the incident both parties will be given the space and time to calm down, de brief cannot take place whilst adrenalin levels are high. During the supervision what happened, what de-escalation strategies were used first and what/why physical restraint was necessary will be reviewed. The wellbeing of both parties will be monitored regularly after the event. Further follow up supervision may happen the next day as reflection time can be useful to discuss and to check all strategies used where the right ones or reflect if anything could be done differently.

<b>Class Teacher</b>	<p>Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property.</p> <ul style="list-style-type: none"> <li>➤ Log incidents on CPOMS</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>➤ Ensure that reports of incidents are logged on CPOMS and parents informed as appropriate. (If other professionals are involved with the child e.g., social worker, these will be informed also.)</li> <li>➤ Ensure Positive Handling training is kept up to date</li> <li>➤ Monitor the use of restraint, including consideration of: <ul style="list-style-type: none"> <li>• The attempts at defusing situations</li> <li>• Correct post-restraint procedures have been carried out</li> <li>• The need for individual behaviour plans/positive handling plans</li> <li>• The need for training for staff</li> </ul> </li> </ul>
<b>LGB</b>	<ul style="list-style-type: none"> <li>➤ Ensure that the policy is administered fairly and consistently</li> <li>➤ Review this policy every two years</li> </ul>

## 8. Complaints and Allegations

All complaints will be handed following the Academy and Trust Complaints Procedure. Any allegations made against staff members in the handling of behaviour will be investigated following the procedures in the Complaints policy and the Safeguarding Policy.

Signed: Principal  **S Crampton 23/06/2022**

Signed: Chair of Governors  **C Lambert 23/06/2022**



