

POLICY - Behaviour for Learning at Crowdys Hill School

Crowdys Hill School strives to provide a broad, balanced, relevant and challenging curriculum in a positive, caring, stimulating environment, where each individual is valued and encouraged to build on previous positive achievements. Appropriate behaviour in schools is central to a good education. We respect and value all children and are committed to providing a caring and secure atmosphere for all. We recognise our responsibility to safeguard all who access school and promote the welfare of all our school community. Our emphasis will be on recognising and celebrating efforts of success, so that all pupils feel valued. The school holds an important position in the wider community, educating the generation of tomorrow in a way that will ensure they take a positively contributing role within their community in the future. This policy has been developed in collaboration with all the stakeholders.

AIMS

We recognise that every member of the school's community has the right to work in a calm, safe environment. We encourage respect for others, good manners and self-discipline. We aim to foster an atmosphere in which pupils enjoy learning, are keen to participate in activities, trust and co-operate with each other, feel safe and secure and in which everyone's self-esteem will be enhanced.

At Crowdys Hill School encouraging and reinforcing good behaviour is recognised as a **collective responsibility**, where pupils, staff, parents and carers, governors and other stakeholders actively support and uphold our principles.

The school uses physical intervention as a last resort – please see Appendix B for our policy on this.

Our behaviour policy will support these objectives by:

- maintaining high expectations
- ensuring expectations, rewards and consequences for unacceptable behaviour are clearly identified
- working in partnership with parents, carers and governors
- showing and encouraging respect and tolerance for all
- valuing the contributions of each person in the team

Approved by Governors on 21 June 2022

Signed: Chair of Governors

Date:

Headteacher



Date:

Review date: June 2024

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools' advice for Headteachers and school staff January 2022
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Keeping Children Safe in Education (KCSIE 2022)

Aims and Objectives

At Crowdys Hill School we work towards ensuring the wellbeing, safeguarding and success of all our pupils. The aim of this policy is to ensure that staff, pupils and parents are clear about the behaviour expectations that we have for our pupils and how we will support those pupils who struggle with these. We strive to teach the pupils how to become respectful and safe citizens, take responsibility for their own actions and to understand their own emotions and actions and the effect or impact these can have on themselves or others.

We understand as a school that all behaviour is a form of communication. Staff are aware that pupils can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. As a school we ensure that staff have a knowledge and understanding of possible Adverse Childhood Experiences (ACEs) and how these can affect children's mental and physical health, development and life chances. We have a whole school Thrive approach and individual plans and interventions. We are aware the individual pupil needs support to regulate before we can educate them. Additional support is available through THRIVE, ELSA, School Counsellor, CAMHS,OT/or other agencies.

Our Learning Community

At Crowdys Hill School we encourage pupils to make good learning and good behaviour choices and make it clear that poor choices have consequences for learning and achievement. High expectations of staff and pupils make positive contributions to learning across the school. Consistent routines are in place to ensure that these expectations are clear. As a school we use a range of interventions to support pupils, develop positive relationships and refocus on learning. Pupils are encouraged through the use of whole school initiatives, rewards and praise to engage positively in their learning and behave in a way that enables them to feel successful.

ROLES AND RESPONSIBILITIES

The Headteacher, Senior Leadership Team and Behaviour Manager are responsible for supporting the implementation of this policy.

Staff must accept a collective responsibility for the good behaviour of pupils by consistently:

- Understanding behaviour is a response and a form of communication.
- Following the schools' THRIVE approach.
- Participating in regular staff training focussing on behaviour of pupils at Crowdys.
- Staff understand that behaviour responses may indicate a safeguarding issue.
- Presenting themselves as good role models maintaining a positive attitude towards all pupils.
- Stimulating and motivating pupils through the delivery of a purposeful and differentiated curriculum.
- Holding high expectations of pupil achievement and behaviour.
- Calmly deal with disruption by ensuring warnings and processing time are given.
- Taking responsibility to investigate all reported or suspected incidents of bullying.
- Communicating regularly with parents and carers.
- Seeking to understand the cause of the behaviour.
- Adapting a reflective approach to behaviour strategies.
- Providing pupils with short, planned movement breaks .

When dealing with a situation where teaching and learning are compromised, staff will work to maintain pupil's self-esteem. It must be made clear to pupils that it is the behaviour which is unacceptable not the pupil. Staff should anticipate likely triggers and put in place support to prevent these.

When dealing with inappropriate behaviour staff will

- establish and explain, when possible, why the behaviour is unacceptable
- explore the effect the behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage pupils to think of or offer some alternative strategies
- ensure parents are informed on the day.

Pupils will be expected to:

- to arrive on time to lesson
- respect others, themselves and their environment
- strive to be ambitious, polite and hard working in all they do
- conduct themselves appropriately in the learning environment
- work towards being more independent as they get older
- act on advice and guidance
- follow class routines

The School's Pupil Council meets regularly to discuss school issues, including behaviour.

Parents/Carers will be expected to support their children by:

- Communicating regularly with the school.
- Supporting learning at home.
- Attending meetings, including Parents and Carers Evenings, Annual Reviews and behaviour support meetings.

- Completing home/ school books (or other individualised initiatives) where appropriate.
- Supporting the school's policies and procedures in relation to their child's behaviour.

REWARDS

Desirable and appropriate rewards reinforcing good behaviour include:

- Smiles and positive body language.
- Verbal praise and encouragement.
- Motivational Dojos in the classroom, as part of the reward system in KS1,2 and 3.
- Positive comments written in the home/school book (if applicable)
- Positive telephone calls home.
- Certificates recognising achievement.
- Visual display of certificates and photographs.
- Regular reports sent to parents or carers.
- Postcards sent home.
- Individual class systems based on rewards for each class.
- VIP nominations for KS4 and KS5.
- Star of the day/week.

Tiered Approach to develop positive behaviour – due to the individual needs of our pupils' responses to behaviour may differ depending on the personal circumstances of the individuals involved.

Break time catch up will be led by teachers and lunch time catch up will be led by SLT

	Behaviour	Dealt by	Consequence/Actions	Inform
Tier 3	Dangerous Behaviour Physical violence towards another person due to anxiety or SEN Intentional Physical Violence towards another person fighting Persistent Tier 2 behaviours Bullying Racism Sexualised behaviour Stalking Damage to property Directed Swearing Urinating in defiance	Behaviour Team SLT Class Teacher Safeguarding Lead	Intensive support 1:1 Restorative Justice Restoring damage IBP External agencies – CAHMS, Ed Ps Internal support counsellor Adapted, personalised, reduced timetables. Support meetings Removal of trips/privileges Police	Parents Report on SIMS Staff
Tier 2	Persistent Tier 1 behaviours Name calling Consistent swearing Intimidation of others Leaving room Continually refusing to follow instructions. Online issues coming into school	Tutor SLT Class Teacher	Reminders of positive behaviour. Warnings Catch up- related to incident Move to a buddy class Miss play time Tutor call home Report cards Parental involvement	Parents Report on SIMS
Tier 1	Poor Manners Refusing to work/engage Not listening Work avoidance Rough play Running in corridors	Class Teacher Teaching Assistants	ELSA/Thrive Remind about rewards In class strategies Redirection/modelling expected behaviour Loss of dojos mild verbal reprimand and reminder of appropriate/desired behaviour use of warnings with visual reminders eg. name on board/behaviour chart use of Teaching assistant to support/work with pupil moving pupil to different location to continue their work time out to self-regulate – pupil to be supervised	Class Teachers Report on SIMS

Behaviour is monitored daily by the Behaviour Lead and decisions regarding pupils are made in liaison with the Leadership Team. A behaviour plan will be used to support pupils who need further guidance and clarity around expectations.

In cases where staff suspect criminal behaviour an initial assessment will be made and a decision of whether an incident to be reported to the police will be made by the SLT.

Physical assaults are dealt with swiftly and parents are informed of actions and sanctions on the same day:

- Removal from the situation, supported to regulate and then continue with class work.
- Parents to have meeting with behaviour lead/ tutor/ or member of the leadership team
- External exclusion is a last resort, and at the discretion of the headteacher only. Please find attached exclusions guide from the DfE which this school follows

Sexual Harassment including child on child abuse is dealt with swiftly and in conjunction with school safeguarding procedures (Please refer to the school safeguarding policy for further information):

Sexual Harassment is defined as: Unwanted and unwelcome behaviour of a sexual nature. Sexual harassment can occur between two children of any age and sex. Sexual harassment is not acceptable and will never be tolerated at Crowdys Hill School.

- Report behaviour on SIMS and CPOMS
- Inform DSL or a deputy DSL as soon as possible

We seek to support safe spaces where pupils can discuss their views on sexual harassment. We run workshops and same sex groups to allow pupils to express their views.

Cyber bullying is taken seriously and incidents are dealt with swiftly.

Cyber bullying may take place over text/messaging services, online gaming platforms and/or social media apps. Inappropriate online interactions can be aggressive, derogatory, or sexual in nature. We aim to educate all our pupils about online safety and work to foster a culture of openness where pupils feel safe to report any issues to staff

- Report behaviour on SIMS and CPOMS
- Inform the DSL or a deputy DSL as soon as possible (if the bullying is sexual in nature)
- If behaviour reaches NPCC criteria will contact police
- If appropriate and pupils are receptive Restorative Justice meeting will be facilitated.
- Inform parents of any outcomes the same day.

Child on Child Abuse

We recognise that children can abuse other children. We make it clear sexual violence and sexual harassment is not acceptable as banter. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately. Please refer to Safeguarding Policy pg 16 – 19 for procedures in place to minimise the risk. Child on child abuse is difficult to manage and part 5 in KCSIE provides guidance.

If a report of sexual abuse or harassment is shown to be deliberately invented or malicious the school will consider whether any disciplinary action should be considered.

Bullying

It is everyone's responsibility to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. We expect all members of the school community to comply with this policy and work towards an inclusive, kind school culture with positive attitudes towards all members of our community. Discriminatory words and behaviour should always be treated as unacceptable. We are supportive of people with disabilities and encourage pupils to be sensitive to those whose ethnic, cultural and linguistic groups are different from their own, within and outside the school.

Bullying is aggressive or insulting behaviour by an individual, or a group of individuals, that intentionally sets out to hurt or harm another individual, or group of individuals. The hurtful

behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school, can become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves.

Bullying can take various forms:

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.
- Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling; cyberbullying (for example via social media, gaming, phone calls, text messages, photographs or emails) or unpleasant remarks or actions.

Bullying may also be:

- Child on child abuse.
- Racist, or relating to someone's religion or culture.
- Sexual (i.e. talking to or touching someone in a sexually inappropriate way).
- Sexist – related to a person's gender or gender reassignment.
- Homophobic, biphobic or transphobic (HBT).
- Related to someone's disability, special educational needs, learning difficulties, intellectual ability, health or appearance.
- Related to someone's home circumstances.

A pupil who is being bullied, or who is worried about another pupil being bullied should inform any member of staff (usually their tutor) straight away. Parents are asked to let the school (normally the Tutor) know directly if they have any cause for concern, either on behalf of their own children or because of rumours about others.

In the event of an instance of bullying being observed or reported, the member of school staff must:

- Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.
- Report the allegation to the Tutor of the victim and the alleged perpetrator without delay.
- Record on SIMS.

All incidences of bullying must be treated as serious and the above steps followed, however minor.

The tutor will investigate any complaints of bullying without delay, they may involve the behaviour lead to assist with this investigation.

Once investigated, and if an allegation is upheld the school will make every effort to resolve the problem and prevent any further occurrences. The range of responses could include one or more of the following:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from the school counsellor or external sources.
- Advice and support for the perpetrator in trying to change his/her behaviour. This may include clear instructions and a warning or final warning.
- Consideration of the background behind the bullying behaviour and whether external services should be used to help the school to tackle any underlying issues.
- A supervised, restorative meeting (see Appendix E) between the bully and the victim to

discuss their differences and ways in which they can avoid any future conflict.

- A disciplinary sanction against the bully, in accordance with the school's behaviour policy.

The tutor must:

- Ensure any complaints of bullying for their tutor group has been recorded on SIMS.
- Inform the behaviour lead of the incident and the strategy in place for support

we seek to listen to the pupil voice.

We have anti-bullying workshops and meetings for pupils to allow them to express their views.

We seek stakeholder views through questionnaires, and act upon responses.

Monitoring Bullying

The Behaviour Manager must:

- Monitor SIMS at the end of each term in order to identify any patterns, both in relation to individual pupils and across the school as a whole. Results of this monitoring will be provided to the Deputy Headteacher & the Headteacher at the end of each term.
- Liaise with the Headteacher as to any particular issue as appropriate.
- Together with the School's Designated Safeguarding Lead, report bullying incidents to the Local Authority's children's social care team (and if appropriate the police) if it is thought the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"
- Contact Police if the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it occurred on or off the school premises).

The school will always look to support pupils and we believe this is best done in collaboration with parents/carers. We will keep parents/carers fully updated about any reports of bullying where their child is either the victim or the perpetrator. We will usually contact parents by phone to talk about any incidents and how we can work as a team to support the pupil.

Preventative responses

The school incorporates and reiterates positive behaviours into the everyday curriculum. We provide a robust and repetitive curriculum which promotes good relationships; good friendships; awareness of bullying; awareness of unhealthy relationships; keeping safe in their community; discussions with peers and adults to build confidence to express themselves; and develop communication skills to allow them to initiate and maintain positive friendships. This is presented through the PSHE curriculum, RSE curriculum which is scheduled across the school phases, from primary to Sixth Form. Adults model positive behaviours at unstructured times and in class. Physical education sessions promote teamwork and tolerance. Drama sessions promote communication and expression of needs.

The school uses Zones of regulation in tutor times to develop self-awareness of emotions. Staff are trained on Thrive approaches and phases to support and aid de-escalation. The focus in primary and KS3, in particular, is on teaching pupils' ways to self-regulate their emotions, responses, and sensory imbalances. This continues as needed in KS4 and 5.

School holds parental sessions with the school counsellor. Information leaflets and letters are sent home, and emailed to parents/carers around issues which may be prevalent in the media, or in the local area. Parents are consulted for views on keeping pupils safe and RSE curriculum.

Pupil voice is gathered through school council meetings; pupil questionnaires; and small group discussions in tutor times and PSHE sessions.

Some year groups have external visitors, such as PCSOs, health workers, or social care.

We also include sexual health and behaviours, relationships and friendships in PSHE sessions. We offer ELSA and on-site counselling for pupils when situations arise, to ensure immediate support; and for longer term interventions. 1:1 Thrive sessions based on assessment outcomes or whole school outcomes for specific pupils.

Internal exclusions:-

The decision for internal exclusion will be made with teaching staff and the behaviour lead liaising with SLT for guidance. We acknowledge pupils require time to self-regulate and reflect on their behaviour. They will talk through alternative courses of action which they could have taken. The pupil will have work provided in line with their timetable to ensure they do not miss the learning opportunities. We only use this type of sanction if we feel that the child can reflect upon their actions.

External Exclusions:-

External exclusions or Fixed Term Exclusions are used in serious circumstances such as sustained or serious physical assault; or sustained bullying, real threats of harm using a weapon. The decision to exclude a pupil is not taken lightly and the final decision remains with the Headteacher. The Deputy Headteacher or Assistant Headteacher may exclude for up to 1 day if the Headteacher is absent from the school.

We rarely exclude pupils as this does not support the needs of the perpetrator or victim. We would prefer to talk to parents and everyone involved first to try to find supportive solutions. If a child is excluded then we would need to meet with parents before the children return to school. Exclusions are reported to the DfE and remain on the pupils' record.

Procedures to address use of weapons in school:

School staff can search a pupil for any item if the pupil agrees. If they have reasonable grounds for suspecting the pupil is in possession of a prohibited item, the headteacher and school staff authorised by the headteachers and member can search the pupil without their agreement. If a pupil is searched parents will be notified. School will confiscate items deemed by the staff member to be inappropriate or prohibited items in schools; or an item being used in the wrong context, such as using phones during the school day. The staff member will contact the parent to let them know what and why an item has been confiscated. We expect parents to work with the school to ensure inappropriate items are not repeatedly brought into school (see appendix C for DfE guidance)

The list of prohibited items is:

- Knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/vapes
- Fireworks

Sixth form pupils are allowed phones during social times but are required to hand their phones in or keep them out of sight with sound off during lessons.

Staff involved will follow local advice and guidance procedures and will involve outside agencies, including the police, where necessary.

SUPPORT

In line with this policy pupils and staff will be provided with support to help them meet the challenge of behaving appropriately in school. Central to this is early identification of those at risk and implementation of early intervention strategies.

Pupil Support:

- Staff modelling behaviour.
- Staff follow the THRIVE approach.
- Pupils identified/discussed at staff meetings.
- Use of 'on report' and reward charts.
- Use of home-school books on a case by case basis.
- Individualised pastoral support by form tutor or teaching assistant during tutor period.
- 1 to 1 pastoral support timetable for individual needs.
- Pupil may identify a member of staff as their preferred adult/mentor.
- Links with parents/carers via telephone, email or letter.
- Behaviour plan to be discussed/reviewed with pupil/parents/carers.
- 1:1 behaviour intervention support from the behaviour team.
- ELSA/ counsellor sessions/THRIVE.

Use of reasonable force at Crowdys (see Appendix B – Physical Intervention)

In some circumstances, staff may use reasonable force to restrain a pupil if they need to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so,
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Damaging property.

Incidents of physical restraint will:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book, on sims and reported to parents and the Leadership Team

Pupil voice is respected and acted upon if appropriate.

Pupils are given support to communicate their views.

Staff Support:

- encourage 'open door' policy
- meetings with line manager
- performance management system
- staff development/training
- staff supported by school strategies e.g. Individual Behaviour Plan
- Two staff trained in Team Teach for de-escalation techniques.

- Union information openly displayed
- THRIVE training for staff.
- Mental Health First Aiders.

What is the Thrive approach?

Based on neuroscience and attachment theory, the Thrive Approach offers a dynamic, developmental, trauma sensitive approach that helps teachers and adults interpret the behaviour and meet the emotional and social needs of children and young people.

The Thrive Approach® teaches us how to be and what to do, in response to our students differing and sometimes challenging behaviour, providing targeted strategies and activities to help them re-engage with life and learning.

How does Thrive approach work?

The Thrive Approach offers practical, effective tools and techniques that work, built around a web-based assessment and action planning tool, underpinned by a programme of training and mentoring support. The process is designed as a progressive spiral, starting with assessment.

As all adults have access, and therefore able to use these techniques and tools, the student will experience a more consistent approach.

EQUAL OPPORTUNITIES

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and other staff will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

CONSULTATION

The views and opinions of all stakeholders, including members of the wider community, will be gathered and taken into consideration through:

- regular links with the school's governing body
- annual questionnaire to parents
- regular newsletters to parents/carers
- provision of reply/comments slips / phone calls
- tutor time
- School Council meetings
- informal feedback from external sources

PROFESSIONAL DEVELOPMENT

In line with the school aims all staff are encouraged to develop and utilise their talents, skills and expertise effectively. Professional development opportunities will be sought to support staff, all staff have access to in-service training provided through attendance on courses, external speakers and trainers.

THRIVE training for staff is compulsory.

Safeguarding training for staff is termly.

LINKS WITH OTHER SCHOOL POLICIES

This policy links with the following school policies:

- Mental Health and emotional wellbeing policy
- Safeguarding and Child Protection Policy
- Health and Safety
- Relationships and Sex education Policy
- Equalities Action Plan
- Behaviour Policy addendum 2020(Covid)

GOVERNORS

We expect that governors will:

- be fully informed regarding issues concerning behaviour management
- know that staff are constantly striving to provide a safe, happy and stimulating environment
- support the Headteacher and staff in the implementation of this policy
- play a full and active role in ensuring our aims are met

MONITORING AND REVIEW

The policies' use and effectiveness will be supported and monitored by the Leadership Team, on behalf of the Headteacher and Governors.

This policy will be reviewed regularly to ensure that effective on-going self-evaluating procedures are in place and adjusted where necessary.

Appendix B

Physical Intervention

Objectives of using reasonable force

Staff should have good grounds for believing that immediate action is necessary to prevent

- harm to themselves, other pupils or staff,
- serious damage to property,
- a serious breach of school discipline.

Minimising the need to use reasonable force

All staff should work together to:

- De-escalate incidents as they arise e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction.
- Create a calm environment that minimises the risks of incidents that might require using reasonable force.
- Teach pupils how to manage conflict and strong feelings.
- Only use reasonable force when the risks of doing so are outweighed by the risks involved in not using force.
- Only use the **minimum force necessary (proportionate and reasonable)** to prevent physical injury or damage.
- Physical intervention should be an act of care and control, not punishment.
- Physical intervention should not be used to force compliance with staff instructions when there is no immediate risk to people or property
- As soon as possible physical intervention should be relaxed to allow the pupil to gain self-control.
- Pupils who do not have plans regarding physical intervention will have one drawn up should a need arise following an incident.
- Every effort should be made to ensure that another member of staff is present before any physical intervention occurs.

Staff authorised to use reasonable force

Two members of school staff have been trained to train Team Teach. Most staff receive Team teach level 1 training which focuses on de-escalation techniques. However, **all employees** at Crowdys Hill School have a 'Duty of Care' and can use reasonable force to control pupils should the need arise.

In any incidence where physical intervention has been necessary the incident must be reported to a member of the Leadership Team so that it can be correctly recorded.

Deciding whether to use force

The decision on whether it is necessary to use physical intervention is down to the professional judgement of the staff members concerned and it should always depend upon the individual circumstances.

- Verbal warning to the pupil that physical intervention will be used before any physical intervention occurs.
- Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it.
- The degree and duration of any physical intervention must be proportional to the circumstances.
- The potential for damage to people and property should be kept in mind when using a physical intervention.
- The failure of a particular intervention to secure a pupil's compliance should not automatically signal the immediate use of another more forceful form of intervention.
- The age and social competence of the pupil should be taken into account in deciding what degree of physical intervention is necessary.
- Consideration should be given to the individual pupil involved as to the most appropriate approach in controlling the situation.
- Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable.

Recording and Analysing

The staff member using physical intervention should:-

- Inform a member of the Leadership team as soon as possible
- Complete the bound and numbered book

Staff witnessing the physical intervention should:

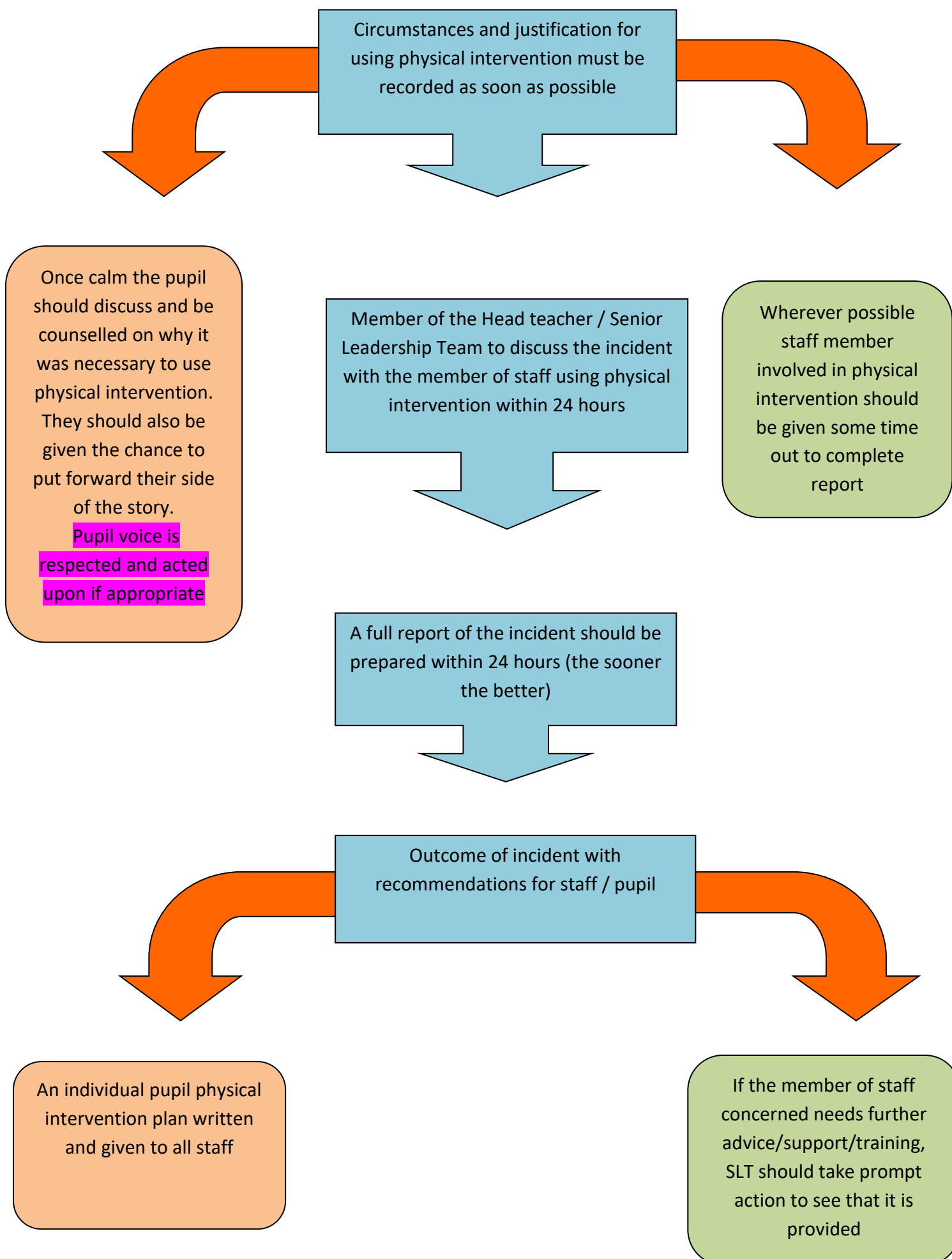
- Write up a factual report of the incident including what the staff member intervening did and pass onto the Headteacher or Deputy Headteacher

Parents must be informed on the same day as the incident

Operational procedural points relating to the use of physical intervention

A flow chart describing the operational points can be found in appendix 1.

Appendix 1 - Response to use of responsive physical intervention



Appendix C – Advice from DfE

The Latest advice from DfE – Behaviour in Schools – advice for headteachers and school staff – January 2022



Behaviour in
schools - advice for

Key Points are:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit

Appendix D

Passive or non-problem-solving behaviours

In Thrive, we refer to children's so-called problematic behaviours as discharge and defence behaviours. These are forms of behaviour that children (and adults) can display as a way of dealing with the tension and distress generated when they are experiencing intense emotions that they are unable to manage or communicate verbally.

We group the various discharge and defence behaviours into five categories to help practitioners identify the appropriate support for each individual child. These categories are based on what transactional analysis practitioners Aaron Schiff and Jacqui Schiff (1971) called 'passive and non-problem-solving behaviours'. Schiff and Schiff referred to them in this way because what they have in common is that, while they provide a means of coping with the intensity of strong emotions - whether by discharging it, withdrawing from it or defending against it - they don't deal effectively with the situation that triggered the emotions - in other words, they don't solve the problem. The five categories of behaviour are: aggression; agitation; over-adaptation; doing nothing; and incapacitation, and are described below:

Aggression: Aggression behaviours can be directed outwards or inwards. The outward expression of aggression usually involves aggressive or violent actions towards others or the general environment in a desperate attempt to defend the self, signal distress and/or force others in the environment to recognise and solve the problem.

The inward expression of aggression can be physical or mental. Physical aggression against the self includes self-harm, substance abuse and eating disorders. Mental aggression against the self includes negative self-talk, such as 'I'm rubbish/stupid/useless/unlovable'. People can often resort to expressing aggression inwardly when it feels too dangerous or unacceptable to express their emotional distress outwardly.

Agitation: Agitation behaviours provide a way of releasing pent-up emotional energy through repetitive, purposeless, fidgety physical behaviours. These might include tapping feet, drumming fingers on surfaces, jiggling, wriggling, repetitive gestures or sounds and so on.

These behaviours release some of the internal tension experienced, but do not solve the problem. Agitation also includes a tendency to ruminate over situations in a feverish and repetitive way without being able to act clearly to solve them.

Adaptation (sometimes called Over-adaptation): Adaptation behaviours provide a way for a person to manage emotional tension by being pleasing and/or doing what they think another person wants or needs because they believe that their survival depends upon the other person and that it is unsafe to be themselves, ask for help or run away. Through this behaviour they hope to get the

care, recognition and the soothing they need or, at the very least, to keep themselves safe. However, in doing so, they lose touch with their own emotional and physical needs. Children who respond in this way can be over-looked in classroom situations as they appear helpful and caring. However, they will not be aware of their own needs and may well avoid learning tasks by offering to do helpful jobs or look after others. Their behaviour can be clingy, whiny and over-keen to please.

Doing nothing: People displaying 'doing nothing' behaviours may adopt an immovable mental or physical stance or seem spaced out or confused. They may ignore requests or, alternatively, respond positively to requests but then do nothing, or withdraw by daydreaming. It can look like the person is being obstinate but in fact they are behaving in this way when they feel unable to deal with the situation at hand and they react by withdrawing, leaving them unable to take any action towards solving the problem.

Incapacitation: Incapacitation behaviours can be a subconscious way of dealing with overwhelming emotional tension by feeling unwell. These behaviours include tension in the body being experienced through various physical symptoms, such as tummy upsets and headaches. These symptoms can feel very real and create more fear for the sufferer. Incapacitation behaviours also include a tendency for having accidents or being clumsy, due to a lack of body awareness. The defence behaviours associated with incapacitation can also be a way that people have learned to get care and attention from others by becoming ill or hurt.

In Thrive, we use these five categories of behaviour to form the basis of the Thrive-Online behaviour profile. When conducting such a profile for a child, the practitioner is invited to select from a variety of discharge and defence behaviours in each category. According to which ones they select, the programme is able to identify where the gaps are in the child's emotional development and at what developmental stage the practitioner needs to begin working.

Depending on their temperament, conditioning and the emotional role-modelling of their routine carers, children and young people may use one or more of these discharge and defence behaviours as a subconscious way of managing emotional distress. Whenever a child or young person manifests one of these behaviours, it is important that the adults around them realise that they are not deliberately choosing to behave this way and instead view it as a sign that they cannot yet express, soothe and regulate their own emotional state. Adults need to understand that the behaviour is the best that the child or young person can do in the absence of other, more emotionally literate ways of responding. We, as the responsible adults, then need to respond to their distress in ways that help them do the emotional learning necessary to develop more constructive ways of managing distress. By doing this repeatedly, we support children to build new neuronal pathways that enable them to respond to their emotions in more healthy and appropriate ways.

References

Schiff AW, Schiff JL (1971). 'Passivity', *Transactional Analysis Journal*, vol 1, no 1, pp 71-8.

Appendix E – Restorative Support

Restorative Script Conversation

Use this script as a starting point for your facilitated conference. You will need to adapt it to your particular circumstances, adding and leaving out questions where appropriate.

Introduction

Welcome. As you know, my name is

Before the meeting begins, I will work my way around the group to introduce everyone and to say why they are here. . .

([The facilitators will normally have already discussed with participants how they wish to be addressed and this is how they should be introduced. Ensure that you introduce all participants.])

It is important to point out that you have all chosen to be here today, and that being here takes strength and commitment. This meeting might not be easy, but it will allow you to be a part of dealing with what has happened and moving forward.

This meeting will look at what happened on *(day/date)* at *(place)* when *(brief description only)*. It is important to understand that the meeting will focus on what *(name of person who caused the harm)* did, and how their unacceptable behaviour has affected others.

.. ... has admitted his/her/their part in this matter and we are not here to decide whether he is a good or bad person. We want to explore in what way people have been affected and hopefully work towards repairing the harm that has resulted. Does everyone understand this?

I will make sure that you will all be given the chance to have your say, and to have other people listen to you. After everyone has had their say, I will make sure that you all have an opportunity to ask questions or to respond to what has been said.

Does that seem fair to everyone?

Ground Rules *Remind participants of the ground rules that were agreed during preparation.*

Accounts

Ask each person in the conference what happened. If there is an identifiable person(s) who caused the harm start with them.

TO THE PERSON(S) CAUSING THE HARM

(If more than one - ask each harmer the complete set of questions below, before moving on to the next harmer)

To help us understand\who has been affected by this incident I will start by asking David to tell everyone what happened.

What did you do? ... and then....and then - *as necessary to unfold the story*

What did you do?

What did you do then?

What were you thinking at that time?

TO THE PERSON(S) HARMED AND THEIR SUPPORTER(S) FIRST, THEN TO EVERYONE ELSE (EXCEPT THE PERSON(S) WHO CAUSED THE HARM)

What do you want to come out of this meeting?

Participants must be given space and time to discuss what they want to see out of the conference. All can communicate with each other and engage with person(s) who first caused the harm. From these discussions the basis of an agreement can be formed. The person(s) who caused the harm may agree to undertake actions to repair the harm without any action or comment from the facilitator.

The facilitator will need to clarify and record any agreement reached

If the person(s) who first caused the harm have not commented on or agreed to any actions to repair the harm the facilitator should say:

You have heard what has been said. What do you think needs to happen? What do you think is the right and fair thing for you to do?

Make sure the agreement is SMART

TO ALL

How do you all feel about what has been said or agreed? DOES ANYONE HAVE ANY questions that they would like to ask or anything else that they would like to say?

Go around the whole group to enable each person to have an opportunity to speak. Once the issues have been raised I discussed by the group the facilitator should summarise what has been agreed.

Conclusion

To summarise then has agreed to.....is that correct?

It is important that I clarify what has been decided. I will write out an agreement for everyone to sign which covers what..... has agreed to do to repair the harm. You will all be given a copy of this agreement before you leave.

Before closing this meeting, is there anything else anyone would like to say?

Thank you for meeting here today. You have all worked hard to resolve this incident, and the agreement you have reached should go a long way towards repairing the harm that has been done.

While I write down the agreement, and get it copied so you can take a copy away with you, please enjoy the refreshments that we have provided here for you.

DO NOT HURRY PARTICIPANTS OUT OF THE CONFERENCE. INFORMAL RE-INTEGRATION IS LIKELY TO OCCUR DURING THIS TIME

Useful questions to think about.

Offenders are asked these restorative questions:

- "What happened?"
- "What were you thinking about at the time?"
- "What have you thought about since the incident?"
- "Who do you think has been affected by your actions?"
- "How have they been affected?"

Victims are asked these restorative questions:

- "What was your reaction at the time of the incident?"
- "How do you feel about what happened?"
- "What has been the hardest thing for you?"
- "How did your family and friends react when they heard about the incident?"