



# Bowden House School & Bowden Primary School

## Behaviour & Behaviour Management Policy

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Agreed: Spring Term 2024

Signed: \_\_\_\_\_  
Wendy Phillips (Chair of Governors)

Dated: March 2024

Review date: Spring Term 2025

## Statement of intent

Bowden House and Bowden Primary Schools believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- promoting desired behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fair treatment for all
- praising and rewarding good behaviour
- challenging and disciplining poor behaviour
- providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- encouraging positive relationships with parents/carers
- developing positive relationships with pupils/students to enable early intervention
- a shared approach which involves pupils/students in the implementation of the school's policy and procedures
- promoting a culture of praise and encouragement in which all pupils/students can achieve.

Reasonable and proportionate sanctions will be used where a pupil/student's behaviour falls below the standard that is expected, alongside support to prevent recurring poor behaviour.

Bowden House & Bowden Primary Schools are special schools and aim to help reduce the likelihood of behavioural issues related to social, emotional and mental health (SEMH) through a shared ethos and where the creation of a safe, nurturing and calm environment which will stimulate positive mental health and wellbeing. All pupils/students are taught to be resilient and aim to promote resilience as part of a whole school approach using the following methods:

- **culture, ethos and environment** – the health and wellbeing of pupils/students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **teaching** – the curriculum is used to develop pupils/students' knowledge about health and wellbeing
- **community engagement** – the schools will proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils/students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupils/student's mental health, behaviour and education. All students of Bowden House and Bowden Primary Schools are considered vulnerable. The appropriate support is detailed in their Education, Health & Care Plans (EHCPs).

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for Headteachers and school staff
- DfE (2022) 'Keeping Children Safe in Education, 2023
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- NMS (2022) for special, residential schools
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation : advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and Pupil Referral Units in England including pupil movement

This policy operates in conjunction with the following school policies:

- Pupil/Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedure Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Guidance for parents/carers on exclusions
- Child-on-child abuse Policy
- Safeguarding & the Protection of Children Policy
- Drug & Alcohol Policy
- Anti-bullying Policy
- Searching, Screening and Confiscation Policy

## 2. Roles and responsibilities

### **The Governing Body has overall responsibility for:**

- making a statement of behaviour principles which provide guidance for all school staff on promoting good behaviour
- ensuring that this policy, as written, does not discriminate on any grounds, including but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- handling complaints regarding this policy, as outlined in the school's Complaints Policy
- ensuring this policy is published on the school's website

### **The Headteacher and Head of School are responsible for:**

- the monitoring and implementation of this policy and of the behaviour procedures of both schools. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- acting in accordance with the statement of behaviour principles made by the Governing Body and having due regard to guidance provided by the Governing Body on promoting good behaviour
- establishing high expectations of pupils/students' conduct and behaviour and implementing measures to achieve this
- determining any disciplinary sanctions to address poor behaviour
- publicising this policy and making it available to staff, parents/carers with information for students included in the Student Handbook at least once a year
- reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing SEMH related issues that could be driving disruptive behaviour

### **The Leadership Team are responsible for:**

- overseeing the whole school approach to mental health including how this is reflected in this policy; how staff are supported with managing students/pupils with SEMH-related behavioural difficulties and how the school engages with students/pupils and parents/carers with regards to the behaviour of students/pupils with SEMH difficulties
- supporting behaviour management in line with the SEMH Policy

### **The SENCO is responsible for:**

- supporting teachers in the further assessment of a pupil/students' strengths and areas for improvement and advising on the effective implementation of support

### **Education staff are responsible for:**

- setting high expectations for every pupil/student
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential
- being responsible and accountable for the progress and development of the pupils/students in their class
- teaching and modelling expected behaviour and positive relationships
- being accountable and responsible for the progress and development of the pupils/students in their class
- not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour

### **All members of staff are responsible for:**

- promoting a supportive and high-quality learning environment and for modelling high levels of behaviour

Pupils/students will be responsible for:

- their own behaviour both inside school and out in the wider community
- reporting any unacceptable behaviour to a member of staff

Parents/carers will be responsible for:

- supporting their child in adhering to the school rules and reinforcing this at home
- informing the school of any changes in circumstances which may affect their child's behaviour

## **3. Definitions**

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to him/herself or others, damage to property or damage to the reputation of the school within the wider community and/or any illegal behaviour. This will include but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- possession of legal or illegal drugs, alcohol or tobacco
- possession of banned items
- truancy and running away from school
- refusing to comply with disciplinary sanctions
- theft
- verbal abuse, including swearing, racist remarks or threatening language
- fighting or aggression
- persistent disruptive behaviour
- extreme behaviour such as violence and serious vandalism
- any behaviour that threatens safety or presents a serious danger
- any behaviour that seriously inhibits the learning of others

“Challenging behaviour” includes:

- discriminative abuse
- verbal abuse
- bullying
- any behaviour that threatens the safety or presents a serious danger to others
- any behaviour that seriously inhibits the learning of other students.

For the purposes of this policy, ‘low level unacceptable behaviour’ is defined as any behaviour which may disrupt his/her own education and/or other pupils/students including but not limited to:

- late arrival for a lesson
- low level disruption in class
- failure to complete classwork
- rudeness
- refusing to complete work in make-up time
- disruption on school transport
- use of mobile phones outside the permitted times

#### **4. Staff Induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand the rules and routines and how best to support all pupils/students to participate in creating the culture of the school. All new staff will receive Team-Teach training so that they can effectively and confidently manage challenging behaviour ([see Behaviour Management section](#)).

All staff receive basic and advanced Team-Teach refresher training on an annual basis. The school also benefits from regular reflective practice as a whole staff team and each half-term with the Team-Teach Instructor.

All staff have a dedicated Line Manager to assist with CPD, good practice and well-being support.

## 5. Social, Emotional and Mental Health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, Bowden House and Bowden Primary Schools will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils/students are taught to be resilient. Both schools will promote resilience as part of a whole school approach using the following methods:

- **culture, ethos and environment** – the health and wellbeing of pupils/students and staff is promoted through the informal curriculum including leadership practice, policies, values and attitudes alongside the social and physical environment
- **teaching** – the curriculum is used to develop pupil/students' knowledge about health and wellbeing
- **community engagement** – both schools proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupil/students' health and wellbeing.

All staff will be made aware of how potentially traumatic, adverse childhood experiences including abuse and neglect, can impact on a pupil/students' mental health, behaviour and education.

## 6. Managing behaviour

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour. Effective classroom management contributes to preventing behaviour problems and include:

- classroom rules
- routines
- praise
- rewards

Classroom rules

- 6.1. education staff ensure that classroom rules are always clear, comprehensive and fair

Routines

- 6.2. education staff ensure that routine remains consistent to create a more productive and enjoyable environment whilst mindful that that there will be unavoidable changes

Praise

- 6.3. both schools recognise that praise is key to making pupils/students feel valued and ensuring that their work and efforts are celebrated

## Rewards

6.4. both schools understand that for rewards to be effective, recognition needs to be:

- **immediate** – immediately rewarded following good behaviour
- **consistent** – consistently rewarded to maintain the behaviour
- **achievable** – keeping rewards achievable to maintain attention and motivation
- **fair** – making sure all students are rewarded fairly

Bowden House School has adopted a 'Rewards for Attitude' programme called 'E-praise' that aims to support students in developing an attitude to learning that promotes and develops an holistic set of attributes, all of which are designed to support their progress and personal development.

These attributes fall into 8 categories and are displayed in every classroom as reference for both teaching staff and students

Students can gain up to 8 points per lesson which are loaded onto the E praise system during the plenary of each lesson. It is the responsibility of the Lead Teacher to ensure there are opportunities for students to obtain all 8 points during a lesson. Points obtained are automatically accumulated on the system and students can actively see their daily, accumulated points during mentor time.

# Bowden House Attitude to Learning



Listened to directions from my teacher without interrupting (**Listen**)



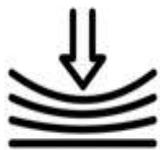
Clear effort in presentation of work/kit (**Presentation**)



Shown focus when completing my work avoiding distractions (**Focus**)



Contributed during lesson by acting on any feedback given (**Feedback**)



Tried hard, even when things became more difficult (**Resilience**)



Not used foul or inappropriate language (**Polite**)



Responded to other students appropriately (**Kind**)



Made progress towards my learning outcome (**Progress**)

## We not Me points

Bowden House School has also adopted a strategy to help promote collaboration and community support, 'We not Me' became our school motto in 2019.

Consequently students are encouraged to earn We not Me points both during lessons and at any point during the school's 24 hour curriculum. The system works via a process called **L.E.T.S**:



During lesson time students can earn up to two We not Me points for any of the above supportive processes taking place. In care time, students can earn up to two We not Me points per evening for similar behaviours. Students spend their We not Me points every Friday with their mentor by selecting a charity from a specified list on E praise, These points are converted to money and this is donated to the charity at the end of the year.

We not Me points are also recorded on BehaviourWatch in the form of a positive comment. These comments are read out in a weekly assembly as a form of praise and continued support of the We not Me message.

Other ways for students to earn points during curriculum time include:

**Mastered Sticker:** Students earn mastered stickers by completing a success indicator (SI) three times during a lesson. If they earn a sticker during a lesson, they obtain 1 E praise point.

**Superstar Sticker:** When students earn a particular percentage of a certain Stage not Age level, they earn a 'superstar' from the subject. If they earn a superstar sticker during a lesson, they obtain 50 E praise points

**Health Champion:** If students make responsible health choices during their time across education and care time, they can be awarded health champion points. Each health champion award is worth 1 E praise point

**Extra-Curricular Activity:** If students take part in various extra-curricular activities, they can earn attitude to learning points for their efforts. Each extra-curricular activity can earn a student up to 8 E praise points.

**Time - Table Bonus:** If students keep their timetable each day and hand it back to their mentor without loss, they can earn E praise points. Each - Time table bonus is worth 10 E praise points.

**Star of the Week:** At the end of every week, Lead Teachers will award a Star of the Week Certificate and these students will gain an additional 50 E praise points for that week. At the end of every half term the Star of the Week data will be filtered and every student who has received the award will be sent a letter of commendation. The letter will cite how many Star of the Week Certificates have been awarded, as well as the subject areas in which they have been given. This is recorded on BehaviourWatch.

**Spending points.** Students can spend their E praise points on various items in the E praise shop online. Students can convert their points for items online or they can buy experiences that they share with their mentor.

### **Book of Achievement**

Students will be recognised for exceptional achievement in all areas of school life including sports, expressive arts and academic subjects. This achievement will come in the form of an entry in the Book of Achievement and the student will earn an additional 100 E praise points. This is recorded on BehaviourWatch.

### **Reward Trips**

The students with the highest value of learning credits at the end of each term will have the first choice of a drop - down Wednesday reward trip which will only take place 3 times a year.

### **Group care time points**

During care time, students are encouraged to collaborate with each other and work together. Points are awarded each evening by care staff on a collective team basis and this is entered on BehaviourWatch each evening. Students are rewarded for their collaborative efforts both weekly and in the form of a house trophy at the end of each term in a celebration assembly. House points are provided as follows:

#### **House Points System**

1000 – outstanding feedback	100 – some green, some red
500 - all green feedback	50 – no green, some red
200 - mostly green feedback, no red feedback	0 – no green, mostly red
150 – some green, no red	

## **E praise points accumulation**

When students accumulate any points across education and care, they also count towards house points and tutor group totals. Celebration assemblies aim to reward both houses and tutor groups for their collective efforts. Trophies are awarded for both.

# **Bowden Primary Behaviour Policy Statement**

## **Rewards & Consequences**



At Bowden Primary School we follow the Golden Rules-

We listen

We are kind

We work hard

We look after property

We keep ourselves and others safe

Pupils have the opportunity to engage in 15 minutes of Golden Time at the end of each session (morning and afternoon.) They can choose the activity or game for their Golden Time from a predetermined list at the start of the session. Minutes of Golden Time can be taken away throughout the session for failure to follow the Golden Rules. A reminder of the rule will be given before a minute is taken away. Five minutes of Golden Time is safeguarded for each session so pupils cannot lose more than 10 minutes of Golden Time per session. For each minute they have lost, pupils have to 'sit out' with a sand timer at the start of Golden Time.

In parallel with the Golden Time reward, we use an online reward system- Class Dojo. At the end of each lesson, pupils engage in reflection with their class teacher, who will award them one point for each Golden Rule they have followed. An extra point can be awarded for outstanding work or other outstanding achievement at the discretion of the teacher. Pupils can use their points to 'buy' privileges. A list of these privileges and their worth in points is displayed in the classroom. The list may be updated to reflect current pupils' interests.

When pupils demonstrate co-operation skills, they can earn a 'We Not Me' point collectively. When they reach certain thresholds, they earn a privilege as a group. The privileges and number of points needed to earn them, are displayed in the classroom.

## Part 2 – Behaviour Management Policy

### 7. Positive relationships & Understanding Behaviour

Positive staff/pupil/student relationships are key to combatting challenging behaviour. Bowden House and Bowden Primary Schools focus heavily on forming these relationships to allow all staff to understand the pupil/students and create a strong foundation from which behavioural change can take place.

4.1 All staff apply strategies to establish positive relationships with their pupil/students – these may include:

- welcoming them as they enter the classroom
- ensuring they understand what is expected of them
- creating a positive environment where every pupil/student feels comfortable and respected
- showing an interest in each pupil/student's interests, talents, goals, likes and dislikes and their family/friends
- engaging with them during lunchtime and breaktime
- focussing on using positive language when interacting with pupils/students to guide them towards positive outcomes rather than highlighting their mistakes.

Both schools strive to build self-esteem and increase the awareness of its pupil/students to the needs of others. Abusive, racist, homophobic or sexist comments are unacceptable and will be challenged. The schools believe that all those who live, learn and work in the schools have a responsibility to treat others as they would wish to be treated and the staff will work in an anti-discriminatory manner to achieve this.

### 8. De-escalation strategies including physical interventions

8.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- **communication/verbal advice and support.** Early intervention needs to be assertive but non-confrontational. If students are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should attend to a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation
- **affection** - for the angry pupil/student whose behaviour is rooted in their insecurity as it is important that they feel accepted and respected as individuals. **Reject the behaviour not the person** by showing that you care despite the difficulties
- **distraction/redirection** – is the action of diverting the pupil/student's attention from a potentially inflammatory situation to something in which he has an interest
- **reassurance** – is about supporting, comforting and encouraging a pupil/student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment

- **planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment
- **time out** – this is to allow a pupil/student ‘space’ on their own; to move to a different environment with time to calm down and consider their actions. The pupil/student is more likely to calm down without the attention of an audience
- **withdrawal** – which involves removing the pupil/student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in a Quiet Room; with the Headteacher/Head of School/Deputy Headteacher/Head of Student Welfare
- **humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular pupil/student
- **calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations
- **negotiation/being objective** – the ability to listen and talk to pupils/students and come to an agreement by setting limits and offering options. This will allow a ‘back door exit’ from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved
- **transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation. This should be done, if possible, leaving enough staff to control the situation
- **success reminder** – remind the pupil/student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good
- **support through daily routine** – a bored pupil/student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours
- **physical intervention** – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

The aim of the staff of Bowden House and Bowden Primary Schools is to provide an environment that is safe and secure and through a ‘whole school approach’ to behaviour, be able to minimise the need for Positive Handling. However, any situation that threatens the safety of the pupil/student, his peers, the staff team or the fabric of the school, will be responded to in a method that is appropriate, reasonable and proportionate. The aim is to limit the damage to those concerned and enable the student to recognise the possible need for reasonable force and how he will be supported in acknowledging his anger; how this affects others and the strategies that will be put in place to help him manage his negative behaviour.

5.2 The ‘Use of Reasonable Force 4/2012’ Guidance is aimed at Governing Bodies, Headteachers and staff in all schools. The Key Points are as follows:

- school staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- suspension should not be an automatic response when a member of staff has been accused of using excessive force
- senior school leaders should support their staff when they use this power.

When can reasonable force be used?

- to prevent pupils/students from hurting themselves or others and from damaging property when all other strategies have been used
- to enable staff members to use their professional judgment when deciding whether or not to physically intervene whilst taking account of individual circumstances

Schools can use reasonable force to:

- remove a disruptive pupil/student from the classroom or an activity outside of the school day, where they have refused to follow an instruction
- prevent a pupil/student behaving in a way that disrupts a school event; a school trip or visit
- prevent a pupil/student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil/student from attacking a member of staff or another student or to stop a fight
- restrain a pupil/student at risk of harming themselves.

**The purpose of Permissible Forms of Restraint is:**

- to restrain the pupil/student who has lost self-control and hold them until anger passes and self-control is regained
- to alleviate the significant risk that pupils/students are exposing themselves and/or others to by being 'out of control'
- to demonstrate to the pupil/student that adults are able to support and manage what appears to be uncontrollable anger using the minimum amount of force necessary to contain the situation.

### **5.3 Physical Interventions**

If a situation develops that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings and ensure that they do not apply an escort or method of reasonable force where there is limited space, e.g., on the stairs or where they expose themselves or the pupil/student to unnecessary risk of injury due to the environment.

The staff of Bowden House and Bowden Primary Schools are trained in the Team Teach method of Positive Handling which aims to 'promote the least intrusive positive handling strategy and continuum of graded and gradual techniques with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before Positive Handling strategies are utilised' (Team-Teach aims and course objectives). Details are given below of the escorts and interventions that can be applied when all other methods of Behaviour Management have been exhausted. The staff team is aware that any reasonable force is only to be as a last resort after all other trained avenues have been used. On-going training for all staff includes an annual refresher course for basic Team Teach/Positive Handling; an annual refresher course in Advanced Team Teach/Positive Handling and half-termly review sessions for both the Education and Care staff teams with the Team Teach

Instructor. These review sessions provide the opportunity for staff to reflect on incidents that they have been involved in and to explore other strategies that might have been more effective.

All situations should initially be managed by staff with the minimum degree of reasonable force, whenever possible. There will be occasions when gentle guidance/removal from a situation is all that is needed. Application of the Caring Cs is an unobtrusive method where the staff member(s) have 'open palms' placed on either side and above the pupil/student's elbow with their body sideways onto the student. This guide is not a hold or a restraint as the student can move away freely, if they wish.

**Single Elbow Hold** – this is a more determining/supportive escort aimed at removing a pupil/student from an area or situation to avoid further escalation or involvement. This is carried out by two members of staff

**Double Elbow Hold** – this can involve one or two members of staff (one each on either side) to add greater purpose in removing a pupil/student from an area or situation. This hold would be applied if it were considered that the Single Elbow Hold would be ineffective or pose a risk to the pupil/student or others in the vicinity. This hold should NOT be applied in a seated position.

Staff are taught that they can de-escalate a situation by moving down from a higher-level escort to a lower level, prior to releasing a pupil/student

**The Shield** – this is a more robust single person strategy, useful for moving a pupil/student over a relatively short space. As in any single person move, where possible, carry out in front of a witness.

**Front Ground Recovery – to be used only as a last resort.** if the above strategies prove ineffective or the situation suggests that a pupil/student could cause serious harm to themselves, others or is causing/likely to cause significant damage to property, those staff who have been trained to the advanced level of Team Teach can apply this level of restraint. There should be a minimum number of 3 staff holding the pupil/student with a further member of staff acting as observer who will check and respond to any distress; difficulties with breathing, placing a hand on the top of the shoulder to reassure the pupil/student that efforts will be made to release from this position at the earliest opportunity. After the incident the pupil/student will be checked by a suitably qualified member of staff, where possible, independent of the incident.

The DoH/DfE RPI (Risk Assessment) clearly defines the risks involved in applying 'restrictive physical intervention' and the staff through Team-Teach training, are skilled in taking the appropriate steps to minimise the risks of injury, pain or distress to both staff and pupils/students in line with the Guidance.

**Standard 20.6** 'Children are encouraged to have their views recorded in the records and should be offered the opportunity to access advocacy support to help them with this (National Minimum Standards 2022)

5.4 The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- knives
- weapons
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any articles that have been used, or could be used, to commit an offence or harm

(see also the school's Searching, Screening & Confiscation Policy)

All staff should record any incident requiring physical restraint on BehaviourWatch under: Positive Handling

Information should include all those involved; the date/time and if more than one member of staff was involved, their individual account should be recorded to give a full picture of the situation.

Police involvement may be required if there is a particularly violent incident that cannot be contained by the staff; if a student or member of staff is assaulted or significant damage is caused to the school/residential accommodation as a result of the incident. In these situations, staff/students can exercise their right to press charges upon the student concerned and the school has a duty of care to support them in their decision. The parents/carers, Social Workers/Guardians, etc must be informed if any student is arrested by the Police.

Pupils/students and staff need to be protected from any form of physical violence and the school believes that it is important that both staff and pupils/students recognise that most behaviours have consequences.

## **9. Sanctions**

6.1 Whenever there is a need for a consequence to any given situation either within school settings or beyond the school gate, it is vital that the sanction is:

- understandable to the individual concerned
- directly related to the incident
- individualised – there should not be a prescribed tariff of offences and sanctions
- as close to the episode as possible
- seen to be fair.

**Examples of acceptable sanctions include:**

- the temporary restriction or withdrawal of privileges such as leisure activities
- mediation
- meeting with Leadership Team

- loss of points
- make-up time
- close supervision at break times
- IT, vehicle, sports equipment ban
- internal exclusion
- fixed term exclusion
- permanent exclusion

No consequences should involve or lead to, the humiliation of a pupil/student and staff should ensure that he is able to retrieve his dignity and self-respect after the imposition of any sanctions.

Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the pupil/student. Details of the incident and the sanction should be recorded on BehaviourWatch.

### **10. Monitoring and Review**

This policy will be reviewed by the Leadership Team and the school's Governing Body on an annual basis. They will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and posted onto the school's website

The next scheduled review date for this policy is **January 2025**