



Petersfield Church of England (A) Primary School

Promoting, Celebrating and Managing behaviour, discipline and conduct at Petersfield September 2018

Version	Update
Policy Type	FGB
Discussed by staff	September 2018
Approved by the Headteachers	September 2018
Adopted by the FGB	20 September 2018
Next Review	June 2021

This policy includes the:

- Introduction (page 1)
- Behaviour policy (page 4)
- Visitor Behaviour Policy (page 6)
- Anti bullying policy (page 10)
- Anti racism policy (page 12)
- Physical restraint policy (page16)

Introduction

At Petersfield School, we promote high expectations of behaviour and personal achievement for all of our pupils. By creating a caring and stimulating environment we seek to:

1. Promote the principle that the school is a community within which all members share a mutual responsibility for the care, dignity, safety and wellbeing of others and the school environment.
2. Encourage pupils, staff and visitors to develop a caring and responsible attitude
3. Raise pupils' self-esteem.
4. Promote and develop empathy and respect for self and others.
5. Develop skills that enable all pupils to be independent, have self-control, be safe, happy and have respect at all times
6. To encourage all stakeholders to recognise the consequences of their own actions and decisions.
7. Encourage pupils to develop Christian values, placing a strong emphasis on learning that all individuals are worthy of respect.
8. Ensure that a positive way forward may be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes.
9. Develop the ethos that whole child is important to us and as a result, we endeavour to fulfil the school moto 'Together Everyone Achieves More'.
10. Ensure regular attendance by a shared understanding of the importance of being in school.
11. Ensure the use of rewards and sanctions are consistent and fair and have integrity, this will promote successful management of behaviour.

The aim of this policy is to establish clear objectives and strategies that promote the positive ethos of the school and encourage the right conditions for teaching and learning, enabling all children to succeed in a happy and safe environment.

School Vision

We aim to:

1. Recognise the potential of every individual to achieve excellence, positively addressing underachievement.
2. Provide access to outstanding teaching, a range of excellent resources and an exciting, broad, balanced, enriched curriculum.
3. Provide a welcoming, calm, happy, purposeful, and nurturing community.
4. Promote the values of: Respect, Friendship, Courage, Equality, Inspiration, Determination and Excellence
5. Develop self-motivation, independence, positive attitudes and confidence.
6. Provide a learning environment that is attractive, stimulating, informative and instils a sense of pride.

Values

The values determine our actions and relationships with pupils, staff and parents/carers. They are high profile in school and are constantly referred to in relation to behaviour and learning. In addition they are explored in assembly, PSHE lessons and circle time. SEAL materials are used to support the teaching of the values. They are also shared with parents via the weekly newsletter and in meetings.

Wellbeing

The school promotes wellbeing for all. We put a strong emphasis on encouraging students to participate in school and community events. A range of extra-curricular opportunities exist. The delivery of Personal, Social, Health and Citizenship Education is fundamental to our promotion of emotional health.

- Class rule
- Recognising positive behaviour and achievement
- Clearly identified rewards and sanctions understood by all
- Setting appropriately challenging tasks
- Providing a forum for listening and talking e.g. using circle time as a tool for personal, social and health education and citizenship
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience

Emotions play a huge role in a person's ability to learn effectively. We believe that positive emotions and thoughts are central to effective learning. We place high value on a child's emotional intelligence and positively seek to develop and enhance the emotional curriculum in a number of ways:

- Mutual Respect, care and concern
- School staff model the behaviour we expect from pupils, parents and carers.
- Positive self-esteem is key to our learning and teaching and is developed through: a focus on positive praise and recognition, whole class recognition systems and a clear, known system of sanctions
- Positive strategies for responding to negative comments - **'THINK'** is it **T**True, **H**elpful, **I**nspiring, **N**ecessary and **K**ind
- Parents are connected with what happens at school through regular newsletters, volunteer help at school, social events organised by school and FOPS, curriculum events
- Trust (a school Value) exists between pupils, staff, governors, parents and carers
- Close links between other professional agencies who support our pupils
- Excellent systems of pastoral care

- Integrated curriculum – PSHE/Circle time focus on emotion, self-awareness, relations skills and social awareness
- Creativity(a school Value), innovation, developmental learning are highly valued
- The language of emotion is used to gain an insight in to how children are feeling

Growth Mindset

Your mindset is the view you have of your qualities and characteristics. A *growth mindset* comes from the belief that your basic qualities are things you can cultivate through effort. Whilst everyone differs in aptitude, talents, interests, or temperaments, at Petersfield, we believe everyone can change and grow through application and experience. We encourage everyone to have:

- belief intelligence can be developed and full potential can be achieved
- a desire to learn
- a tendency to do
- a willingness to embrace challenge
- persistence in face of challenge
- a belief that effort is the pathway to mastery
- a willingness to learn from feedback
- a willingness to learn and be inspired by others

BEHAVIOUR POLICY

Expectations

In order to promote positive behaviours it is expected that in each part of the school there will be:

- Effective presence/supervision/time keeping by all staff
- Consistent application of rules
- Supportive yet firm approach/style
- Focused attention
- High expectation
- Effective match of curriculum to the individual
- Effective use of positive attitudes, language and recognitions
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – verbal and non-verbal including signs/symbols

School rules

The school rules are clearly displayed in all classrooms. These are:

We are kind—we don't hurt other people's feelings

We are honest—we don't cover up the truth

We listen carefully—we don't interrupt

We are gentle—we don't hurt others

We work hard—we don't waste our own or other people's time

We look after property—we don't damage things

Managing Behaviour

Petersfield staff are trained in supporting good behaviour for learning through Step On training which includes:

- The use of positive behaviour strategies
- De – escalation
- The use of Risk Management Plans
- The use of physical intervention (PI)
- The use of restrictive physical intervention (RPI)

Effective behaviour management can only be achieved by a collective and consistent approach by all members of staff, who must embody the school values themselves, modelling their implementation to the pupils. It is they who determine the environment in which good staff and pupil relationships can develop. Staff will show empathy and differentiate their approach to children according to their needs. Noise meters displayed around the school in all areas, with markers to show appropriate sound level.

Staff

The aim of our behaviour system is to allow pupils to be praised for their progress irrespective of their ability, the ultimate long-term goal is that pupils will be intrinsically regarded as they mature and will not need external recognitions. Staff praise pupils when they 'catch the pupil getting it right' e.g. a pupil comes into the room and sits nicely without any prompts or, for another pupil, it might be working for 10 mins without distracting others. If a pupil has a Risk Management Plan (RMP) staff will follow the strategies on it and not deviate from the plan. We strive to

- Model appropriate behaviour
- Build relationships
- Ensure consistency
- Ensure that positive behaviour is always recognised.
- Work within a positive, proactive reflective approach to behaviour for learning.

- Ensure that the school's approach to behaviour and well-being is fully understood by pupils, parents, carers and staff
- Ensure effective mechanisms are in place for the monitoring and evaluating of behaviour and wellbeing
- To ensure the rights and responsibilities of all members of the school community are upheld and valued

Strategies for recognition of special effort, success, behaviour.

- Music to start the day
- A personal greeting in the morning
- Constant recognition 'Thank you for....'
- Wallpaper praise – creating a positive environment (great, lovely, wonderful etc)
- Personal praise aimed at the pupil's personality (You are brilliant)
- Directed praise reinforcing good choices (Well done for following that rule)
- Reflective praise encouraging positive self-reflection (I bet you feel good about that)
- Contextual praise placing the achievement in a wider context (Wow! you are in year 4 and you used year 5 punctuation)
- An encouraging compliment
- Nonverbal praise - smiles, thumbs up, nod, soft applause and thanks
- Written comments on pupils' work
- Team points
- A visit to another member of staff
- A visit to a member of SLT
- A surprise letter home
- Headteacher Award, Oracy awards etc

When unacceptable behaviour is displayed in our school, staff will use the following procedure to ensure a consistent and well managed approach. There is an expectation that all staff will deal with behaviours and follow through with learning consequences to ensure that pupils experience consistency and have the opportunity to learn how to get it right.

Protective consequences following unacceptable behavior in class:

- Identify situation causing difficulty
- Differentiate the task set
- Support given to task
- Support given to pupil (TA, Teacher, SLT, external etc)
- Tactical / intentional ignoring (including acknowledging this to other pupils)
- Proximal praise
- Nonverbal reminders - thumbs down, proximity, hand on table, giving personal space, hand to ear, finger to mouth, point to an object, eyes to redirect, time cue and frowning
- When and Then prompts
- Closed requests (Thank you for....)
- Verbal reminder – instructional
- Rule reminders
- Giving responsibility / asking advice
- Distraction
- PACE – Playfulness, acceptance, curiosity and empathy
- Positive mentalisation
- Positive phrasing
- The language of choice
- Disempowering the behaviour
- De escalation script & routines –
- Child's name

- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and
- De-escalation body language
 - Outside of an outstretched arm
 - Good distance
 - Sideways stance
 - Leaving an open door
 - Relaxed hands
 - Managing height
- Warnings
- Consistently following through on sanctions
- Increasing staff ratio
- Limiting access
- Escorted in social situation
- No availability of a particular person or thing
- Differentiated teaching space
- Restorative meetings
- Removal of pupils from peers
- Removal from own class for learning and then return
- Alternative learning Space
- Time out - if a pupil needs time out, a team member needs to take the pupil to a designated area for a set time and monitor them. Exclusion from the classroom needs to be overseen by the class team and should only occur if the safety of others is at risk. If a pupil is finding it hard to engage with their differentiated learning and continues to become anxious, disrupt others and not able to focus, then an alternative learning space approach should be adopted and written into their RMP or pupil passport.
- Loss of playtime
- Lunchtime reflection
- Internal exclusion
 - Fixed term exclusion - A fixed term will be used to allow us to gain advice from relevant professionals and formulate a plan. Work will be sent to the pupil's home. On the pupil's return parents are requested to attend a reintegration meeting. The pupil might need to be subject to an internal exclusion depending on the circumstances and the pupil during which to allow the pupil the opportunity to reflect on their behaviour and to repair and rebuild relationships with their peers and staff. Appropriate work will be set at this time.
- Permanent exclusion

Where behaviours are dangerous / causing significant disruption to learning / pupils' well-being a member of SLT is informed.

Learning Consequences

Setting high expectations for behaviour throughout the School means that learning consequences will be used in order to allow pupils to learn how to meet the behaviour expectations which are set. Learning consequences used in school may include:

- Restorative approaches (Appendix 1) using our Restorative reflection sheet (including fruits and roots) (Appendix 4)
 - Explore what happened
 - Explore what people were thinking and feeling
 - Explore who has been affected and how
 - Explore how we can repair the relationship
 - Summarise what we have learnt so we can respond differently next time

- Questions: What would you like to happen next time?
- How can we make things better for you, x, y etc
- If everything was going to be alright, what would need to happen?
- How can you help put this right?
- How can we make it OK for you to play safely etc
- What do you think x might need?
- Using parts of break times/lunch times for learning / task completion
- Rehearsal
- Assisting with repairs
- Educational opportunities
- Research
- Alternate Learning Space guidelines:
 - Identify a quiet area where they can work independently
 - Set one learning task at a time for the pupil to do and monitor their progress
 - Use a social story or a learning strategy which is appropriate to their ability to help them learn how to re-engage with their peers
- Logical consequence linked to behaviour displayed e.g. tidying up, playing with younger pupils, working with members of staff
- Restorative conversations including parents/ guardians
- Missed work to be completed at home
- RMP Identified activities to help students learning
- Appropriate areas for students identified during break times

Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage pupils to learn how to behave in a proactive manner and reflect on how a more positive approach can be sustained.

Recording Students Behaviour

If a pupil's behaviour continually disrupts their own and other pupils' learning, causes offence or upsets others, staff need to:

- Record the behaviour on an behavior log (Appendix 3)
- Complete a Restorative Reflection sheet (including roots and fruits) with the child
- Complete Anxiety Mapping sheet
- Contact the parent or guardian and inform them of the behaviour and how we are going to help the pupil learn how to behave appropriately.

If a pupil continuously disrupts learning, behaves in a manner likely to cause harm to themselves or others or damage to property Staff need to:

- Record the behaviour on an behaviour log (Appendix 3)
- Phone the parent/ guardian to invite them into school
- Complete a roots and fruits chart with their parent or guardian
- Write or amend a RMP with support from
- Ensure copies of the previous, current and new RMP's are shared with staff

The paperwork includes:

- Risk assessments
- Log of pupils behaviour by staff
- RMP's
- Accident forms

Team Points

There are 3 Houses at Petersfield Primary School: blue, yellow and green. When children start school, they are allocated a House team. Pupils are awarded 'Team Points' to recognise good behaviour and excellent learning. Each recognition in a book (e.g. sticker or 'TP') earns a team point. Adults may also give team points for excellence around the school. Team points should be added to the correct Team's class box. Year 6 are responsible for collecting, counting and

redistributing counters before the Headteacher's Assembly on a Friday. Each week the winning team will be recognised in assembly.

Class Behaviour Management

Stage 1 Very small steps and achievements can be praised as children are caught at it to identify successes for pupils. At all times positive language should be used. Where pupils stand up (for not following our school rules) or get a Team Point in assembly, it is the responsibility of the adult in charge of the pupils to pass on that information to the classteacher so the sanction /recognition is followed up. At each stage where behaviour management is needed, a restorative conversation occurs to discuss behaviour as soon as appropriate.

Stage 2 – A continuation of behaviour following warnings OR an incident of verbal abuse, kicking, punching, fighting, hurting, blatant disrespect, stealing, leaving class without permission, swearing, rude gestures.

Where a pupil has had a warning once their name is on the whiteboard, and do not conform to the rules, they take a behaviour log (Appendix 3) to the appropriate Key Stage Leader (KSL). Mrs Peachey is the KSL for EYFS & KS1 and Mr Carter is the KSL for KS2. The KS Leaders stick the log into a Behaviour book, provides and supports completion of a Restorative Reflection sheet (Appendix 4) and Behaviour log for the pupils to complete having discussed the incident to ensure an appropriate resolution using the restorative conversation (Appendix 1). As appropriate, pupils may stay and work in the KSL's classroom. The reflection sheet is passed to the classteacher to add to the behaviour file and stick a photocopy in the Learning Link for parents to discuss with their child. The classteacher will retain communication with parents until a specific incident is resolved

Pupils also move straight to stage 2 for any incident of behaviours such as verbal abuse, kicking, punching, fighting, hurting, blatant disrespect, stealing, leaving class without permission, swearing, rude gestures or deliberately hurting another (verbally or physically). The KSL will determine the severity of the incident and therefore whether this is progressed to stage3, 4, or 5.

Stage 3 - repeatedly refusing to follow instructions or specific incidents

If pupils visit the KSL for a 3rd time for repeatedly refusing to follow instructions or specific incidents, they take a behaviour log (Appendix 3) to the Deputy Head and, following a restorative conversation (Appendix 1), complete a reflection sheet (which is passed to the class teacher to file) and may stay working in the Deputy's Head's room (and remain there for break and lunchtime, as appropriate). This slip is stuck in the Deputy Head's behaviour book and generates a 'Stage 3' letter (Appendix 5) home to parents with a copy of the reflection sheet.

Stage 4 – continued repeatedly refusing to follow instructions or continued specific incidents

If a pupil visits the Deputy Head for a 3rd time for repeatedly refusing to follow instructions or specific incidents, they take a behaviour log (Appendix 3) to the Headteacher and will, following a restorative conversation (Appendix 1), complete a reflection sheet (which is passed to the class teacher to file) and may stay working in the Headteacher's room (and remain there for break and lunchtime, as appropriate). The Headteacher will write to parents with a 'stage 4' letter (Appendix 5) inviting them into a meeting to discuss strategies to address the behaviours currently resulting in sanctions.

Stage 5 - Continuous refusal to follow instructions or repeat or serious incidents of verbal abuse, kicking, punching, fighting, hurting, blatant disrespect, stealing, leaving class without permission, swearing, rude gestures, OR bullying, sexual harassment/abuse, leaving school without permission, racial, social cultural or religious abuse.

In such instances, a behaviour log will be completed (Appendix 3). Where appropriate, the Headteachers will, following a restorative conversation (Appendix 1), support the completion of a Restorative Reflection sheet (Appendix 4). Parents will be contacted directly by a member of the Senior Leadership Team. Partner agency support including the Specialist Teaching Team, Inclusion team and SEND team may be sought. A risk assessment, Personalised Learning Plan, Pastoral Support Plan, Risk Reduction Plan, and Internal Exclusion may be used.

In exceptional circumstances (Putting safety of others/self at risk; property seriously/repeatedly damaged; persistent breaches of behaviour policy) physical restraint may be necessary and a fixed term or permanent exclusion may be used.

Supporting children with ESMH

Where children are having difficulties accessing the curriculum due to emotional, social and mental health difficulties, they are identified by staff and the SENDCO. A Pastoral Support Plan (PSP) and/or Risk Management Plan (RMP) is completed, outlining the strategies and provision to help the child improve their behaviour. Parents and pupil are involved in creating the plan and support and guidance may be sought from the Educational Psychologist / Specialist Teaching Team. If the child meets the criteria for inclusion in Play Therapy they will be assessed and placed in the group or on the waiting list for the support.

Communication and Parental Partnership

High priority is given to clear communication within the school and to positive partnerships with parents. Our expectations are made clear in our Home School Agreement (Appendix 2) and in all contacts with parents. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The class teacher is responsible for establishing and maintaining contact with parents of children whose behaviour is a cause for concern, with the involvement of the Senior Leadership Team where appropriate and with behaviour issues that are persistent and/or of a serious nature.

The power to discipline beyond the school gate

The school will investigate any incidents of behaviour beyond the school gate (including bullying & prejudice related incident) which occurs off the school premises which are witnessed by a member of staff or reported to the school. This includes during a school related activity, travelling to and from school, where a pupil is wearing school uniform or where a pupil is identifiable as a pupil of Petersfield in some other way. In particular the school is duty bound to investigate any incidents which could have repercussions for the orderly running of the school or where a threat is posed to another pupil or adult or where an incident could adversely affect the reputation of the school. The school behaviour policy will inform any action resulting from such investigations. During the course of the investigation, the Headteachers will consider whether it is appropriate to notify the police, local authority or follow Safeguarding procedures.

Pupil participation

We encourage children to take responsibility and to make decisions. We work to ensure that all children in our school become independent learners and are able to share their concerns with any member of the school staff. Pupils are encouraged to share their views and feelings through circle time and work using the Cambridgeshire PSHE scheme and SEAL programme. The School Council provides an additional voice for pupils to share their concerns and to highlight any issues regarding behaviour.

Monitoring and evaluation

The Senior Leadership Team (SLT) monitors the implementation of this policy and is pro-active in promoting good behaviour and discipline. The Governing Body supports the school to ensure that

the aims of this policy are implemented and are reviewed on an annual basis. The school will also analyse the behaviour incidents recorded in the behaviour books to identify any patterns, places of groups involved.

The role of governors

At Petersfield, the Governing Body supports the Headteachers in all attempts to promote good behaviour and discipline at Petersfield. The Governing body monitors behaviour and reviews the effectiveness of this policy regularly. Parents can ask the Chair of Governors to investigate concerns regarding behaviour management if they are dissatisfied with the way the school has dealt with the matter. The Governing Body responds within ten days to any request from a parent to investigate. In all cases the Governing Body notifies the Headteachers, who in turn will investigate the incident further and report back to the Chair of Governors.

Visitor Behaviour Policy

Introduction

The Visitor Behaviour Policy has been written in response to incidents on the school grounds where pupils, parents and staff have been subject to shouting, swearing, verbal abuse and threats.

Purpose and Scope

The aim of this policy is to ensure, as far as we reasonably can, the safety of our pupils, staff and visitors (including parents) that have contact with the public. It is important that anyone on the school site is treated fairly, without experiencing unreasonable behaviour or discrimination.

By having a clear understanding of what constitutes unacceptable behaviour and a consistent procedure for responding to situations where behaviour is unacceptable. The purpose of this policy is to help the public gain an understanding of the boundaries and process to follow if those boundaries are crossed.

It should be read in conjunction with the Petersfield Church of England (A) Primary School Staff & Visitors Health & Safety Procedures available from the school office

WHAT IS THE EXPECTATION FOR THE BEHAVIOUR OF PARENTS AND VISITORS? – Statement to parents & visitors

Whilst the public are on our premises, there is an expectation that behaviour by both staff and visitors, including parents of pupils, will meet certain standards. Our staff will be polite and courteous towards you at all times. If you feel a member of staff has behaved in an unacceptable way, please end your discussion and report the matter in writing to the head teacher or senior manager. They will then contact you to investigate and attempt to resolve your complaint

In return, **it is our expectation that you will be polite and courteous to staff and other adults and children on the school site.** If others are subjected to unacceptable behaviour, you will be asked to regain composure and if this does not happen, leave the premises. A letter to confirm the reasons why you were asked to leave and the action that we intend to take as a result will be sent to you. You will be given the opportunity to discuss the matter with us in a calm and civil manner. If the incident is particularly serious, the police may be called or if it is repeated you may be barred from the premises.

The following behaviours are unacceptable:

- swearing, spitting, shouting, threatening words or gestures
- physical intimidation and the use of force such as pushing, pulling, poking, prodding etc.
- racist, extremist or radicalised, ageist and sexist comments
- being under the influence of drugs or alcohol whilst on our premises
- smoking whilst on our premises

Consequences of Unacceptable Behaviour

Step one

On the first instance of an individual's behaviour being unacceptable, they should be immediately informed of this and asked to regain their composure. If necessary staff should withdraw from the area and wait for the individual to become calmer. If they do regain their composure and are able to proceed in an acceptable manner the interview/discussion should be completed. The member of staff should complete the Petersfield Incident Form. No further action against the individual should be necessary.

If staff are concerned that the individual has not been able to regain their composure they should ask them to leave the premises. If the individual leaves, albeit reluctantly, the member of staff should complete the Petersfield Incident Form, report the incident to the Headteacher and Step Two should be applied.

If they do not do so, or they react to this request in a violent manner, the police should be contacted and Step 4 should be applied. Where the police are called or a serious incident occurs the LA should be contacted (via the HT and Education Helpline).

Step Two

The individual should be contacted formally by letter (Model letters, Appendix 6) to confirm that their behaviour was unacceptable and be provided with a copy of the, Statement of Expectation of Behaviour (Appendix 7). They should be offered an appointment to discuss the incident and/or the matter which gave rise to their behaviour in a calm and co-operative manner. When the individual attends the meeting they should not be seen by a lone member of staff.

If the incident was of such severity that their presence, even for the purposes of this meeting, is considered to present an unacceptable risk, the individual should be advised to submit their case in writing, with details of the person to write to, and the date by which written representation should be received.

Where a decision is pending, they should also be advised that failure to attend the meeting or to submit their case in writing will mean a decision is taken in their absence.

Step Three

If at the meeting the individual presents acceptable behaviour, i.e. is calm and understands the actions that the manager has taken, and dialogue relating to the underlying concern is possible, no further action should be taken.

If however, the individual presents unacceptable behaviour at the meeting they should be advised to leave the premises as in Step one.

Step Four

Following consultation with Education Helpline and Legal Services, the individual should be advised, in writing, that as a second incident of unacceptable behaviour has occurred, the intention is that they will be prohibited from the premises.

In extreme circumstances where the risk to the safety of staff is high, an immediate prohibition can be issued, with details of the reasons why such action was considered appropriate.

Step Five

Legal Services should be contacted with regard to prohibiting the individual from the premises. The prohibition should state the date the prohibition takes effect and the date on which it will be reviewed.

Step Six

If the individual adheres to the prohibition and does not present unacceptable behaviour at the agreed review time, they should be invited to discuss the lifting of the prohibition. However they should also be assured that any return to unacceptable behaviour will result in the reinstatement of the prohibition.

If the individual does not adhere to the terms of the prohibition Education Helpline & Legal Services should be informed immediately with the details of the contravention, including witness statements to support the information. It is not acceptable to report third party information that the individual did not adhere to the prohibition. The persons citing the individual must provide a statement confirming the time and details that the event took place.

Step Seven

Legal Service should be sought as to the appropriateness of turning the prohibition into an injunction with power of arrest. This will be served on the individual at their home address.

Step Eight

The presence of the individual once an injunction has been served should result in a call to the police to undertake the arrest.

The adherence to the injunction by the individual should result in a review as in Step 6

Acceptable Behaviour

The aim must always be that an individual can access services and premises in a safe and non-abusive manner and that all other adults feel safe and secure on site. The opportunity for the individual to demonstrate acceptable behaviour must be made available to them. Where individuals cannot access the premises, provision must be put in place to enable necessary functions, such as dropping a child off, to be performed.

Reporting Incidents

All incidents of violence and aggression must be reported to the Headteachers. The Headteachers may also ask for further information.

Section 547 Education Act 1996

The model letters suggest how use might be made of section 547 of the Education Act 1996 in the letters that are sent to parents and other visitors.

Section 547 makes it an offence for a trespasser on school premises to cause or permit a nuisance or disturbance, and allows for the removal and prosecution of any person believed to have committed the offence. The penalty for a person convicted of the offence is a fine of up to £500. A parent of a child attending a school normally has implied permission to be on the school's premises at certain times and for certain purposes but if the parent's behaviour is unreasonable this permission may be withdrawn and they will become a trespasser. The model letters which may be adapted by the governing body or LA to inform a parent or other person that they may not enter a school's premises and how to appeal against this decision.

A person who nevertheless persists in entering the school premises and displaying unreasonable behaviour may be removed and prosecuted under section 547.

ANTI-BULLYING POLICY

Definition of Bullying

Bullying is a frequent, persistent and intentional aggression; verbal, emotional or physical, conducted by an individual or group against others and their property. Bullying is also shown in more subtle ways such as repeated name-calling and excluding others from activities. Bullying happens when one person or a group of people try to upset another person by teasing, saying nasty or hurtful things (whether in person or through cyber bullying), hitting or kicking, threatening, or vandalising a person's property again and again. The person who is being bullied feels there is an imbalance of power and finds it difficult to stop this happening and is worried it will happen again.

The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

At Petersfield, our aim is to develop a school ethos in which bullying is regarded as unacceptable. We work together to ensure that our school is a safe and secure environment where all our learners can succeed. The aim of this policy is to produce a consistent school response to any bullying incidents that may occur and to highlight each person's responsibility with regards to the eradication of bullying in our school.

Good teaching and learning provides opportunities for all children to engage in their own learning and feel successful. An integral part of our Personal, Health and Social Education (PHSE) is to explore the issues around bullying especially to discuss what bullying is and what our school is doing to ensure that the pupils do not feel powerless in the school community. We tackle issues surrounding bullying through the curriculum, through corridor displays, through the School Council, through peer support, through school assemblies and through the recording and reporting process. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour

The Role of all staff

It is the responsibility of all Staff to implement our school's anti-bullying strategy. It is the responsibility of Senior leaders to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports any incidents of bullying to the Governing Body. The Headteachers ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The role of governors

At Petersfield, the Governing Body supports the Headteachers in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. Parents can ask the Chair of Governors to investigate a bullying incident if they are dissatisfied with the way the school has dealt with the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Body notifies the Headteachers, who in turn will investigate the incident further and report back to the Chair of Governors.

Anti bullying strategy

- The principle aim underpinning the following strategies is to ensure that our school takes a pro-active approach to bullying not a reactive one.
- To ensure that all our pupils and staff are involved in developing and evaluating our codes of conduct, school rules, behaviour policies

- Through our positive behaviour policy ensure that every child and adult at our school feels happy, valued and is treated with respect.
- Through whole school assemblies and the teaching of the curriculum ensure that pupils know what bullying is and why it happens and to understand the impact on those being bullied
- The School Council is pro-active in supporting the aims of this policy
- To empower all our pupils to tell a member of staff, their peers or their parents if they think they are being bullied. All staff have a responsibility to take each child's fears and feelings seriously.
- Prepare pupils for secondary school through transitional work
- All staff that witness a bullying incident will report this to a senior member of staff using the Bullying Incident Log (Appendix 8). Staff will investigate any reported incidents and keep a record in the Behaviour file.
- We will support pupils to understand that there are different forms of bullying for example cyber-bullying, prejudice-based bullying, race, sex, religion and belief, gender and disability.
- We will support pupils to understand that different groups and individuals can be increasingly vulnerable at different times.

Partnership with parents

The school works closely with parents to ensure that their children are supported and that they feel that Petersfield is a safe and secure school. Parents play a vital role in both identifying and informing the school of any concerns. If parents are concerned that their child might be being bullied then they should contact their child's class teacher immediately. Parents should not leave this until the next Parents' Evening. They can also speak to any of the senior member of staff if they continue to have concerns.

We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents also have a responsibility to support the school's anti-bullying policy by actively encouraging their child to follow our positive behaviour code of conduct by being a positive member of our school community

Pupil participation

We encourage children to take responsibility and to make decisions. We work to ensure that all children in our school become independent learners and are able to share their concerns with any member of the school staff. Pupils are encouraged to share their views and feelings through circle time and work using the Cambridgeshire PSHCE scheme and the SEAL programme. The School Council provides an additional voice for pupils to share their concerns and to highlight the issues surrounding bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from School
- doesn't want to go on the School bus
- begs to be driven to School
- changes their usual routine
- is unwilling to go to School (School phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly in School work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and will be investigated.

Monitoring and evaluation

The Senior Leadership Team (SLT) monitors the implementation of this policy and is pro-active in supporting the anti bullying strategies. The Governing Body supports the school to ensure that the aims of this policy are implemented and are reviewed on an annual basis. The school will also analyse the incidents recorded in the anti-bullying logbook to identify any patterns, places of groups involved.

Anti-Racism & Prejudice Related Incidents Policy

Every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at school is equal and treats each other with respect and kindness.

'Racism and discrimination of any kind will not be tolerated at Petersfield Church of England (A) Primary School under any circumstances.'

What is racism?

Cambridgeshire Local Authority and schools, as advised by the Home Office, adopted the definition recommended in the Stephen Lawrence Inquiry Report 1999: **'A racist incident is any incident which is perceived to be racist by the victim or any other person.'**

This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem. Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

Racism can be described as a prejudice or attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their race, religion or ethnicity. Racism can be overt and covert, conscious or unconscious. It can be personal, institutional, present as harassment, a specific incident or discrimination.

What is a Prejudice related incident?

The Equality Act (2010) states that all schools in England should eliminate discrimination on the grounds of sexual orientation and gender reassignment. Invasive questions, actions or comments which perceives others to be of a particular sexual orientation, less worthy, non-confirming or different are unacceptable.

Identifying racist & prejudice incidents and behaviour

Detailed below is a categorisation of types of racist behaviour

- derogatory name-calling, insults, jokes and language
- verbal abuse and threats
- physical assaults
- ridicule based on differences of colour, race, ethnicity, nationality, culture, religion sexual orientation, gender reassignment or language
- refusal to co-operate with others because of any of the above differences
- stereotyping on the basis of colour, race, ethnicity, sexual orientation, gender assignment etc
- negative comments
- negative graffiti
- written abuse
- damage to property
- incitement of others to act in a prejudice manner
- provocative behaviour such as wearing badges or insignia
- bringing racist materials such as leaflets, magazines or computer software onto the premises
- attempting to recruit other young people to prejudice organisations and groups
- Discriminatory comments in the course of discussion in lessons or anywhere in school.

Our Aims:

- To make our school a safe and welcoming place for all its members.

- To provide an environment in which racist assumptions, attitudes and behaviour are continually challenged.
- To provide a curriculum which emphasises the positive aspects of all cultures.
- To give children and adults the confidence that racism can and must be eradicated.
- To develop staff awareness of implicit racism within the school, community and society, by making them aware of correct terminology, customs, language etc.
- To enable staff to directly intervene with incidents of racism, by giving them guidance to efficiently deal with incidents of racial harassment.

Procedures to follow if there has been a prejudice incident

The incident is always investigated by a senior member of staff.

- The member of staff will listen to both children's recall of events.
- The accused must be made aware of the importance and severity of their actions and the impact that their comments could/have had on the victim.
- All information will be logged on a racist incident log or bullying log and reported to the Headteacher
- Letters will be sent home to the parents/carers of the perpetrators. (Appendix 10) Where possible, a conversation will first be attempted.
- Letters will be sent home to the victim's parents/carers. (Appendix 10)
- Support should be offered to all those involved including victim(s) and the perpetrator(s) immediately and in the following9.
- The Member of the SLT should take the appropriate action to prevent recurrence
- The Head will inform the chair of Governors
- Under the Race Relations (Amendment) Act 2000 and Home Office Code of Practice on reporting and recording racists incidents (2000) schools are required to record and investigate all prejudice incidents and to report them to the Local Authority on a regular basis. The Head will record the incident on the County Prejudice Related Incident Data Entry (Pride) system. Any incident that is alleged or perceived to be racist will be recorded and if following investigation, it is concluded that it is *not* racist, this outcome will be noted on both the school record of the incident and the report that is submitted to the Local Authority.

Incidents involving staff

An allegation of prejudice behaviour against any member of staff should be investigated thoroughly before any formal disciplinary procedures are instigated. Whether the victim of alleged racist behaviour is a young person or member of staff, the head teacher should initially investigate under the school's disciplinary policy and procedures before taking informal or formal action. It should still be recorded as a racist incident. If the matter cannot be resolved satisfactorily at this stage, the complainant should submit a formal written report. Investigation into a formal complaint may show the need for a disciplinary hearing, in line with the normal disciplinary procedure for misconduct/gross misconduct. The school's disciplinary procedure should be read in conjunction with the county model policy for dealing with harassment in employment. The latter is available from the school or EPM.

Supporting the victims

It is vital that the school creates a climate in which victims of prejudice incidents feel able to report them. All staff and young people should also be encouraged to report any incident they witness and all such reports should be followed up. Staff dealing with incidents should be sensitive to the issue of retaliation on the part of the victim, which may be a reaction to a series of relatively minor incidents which have not been reported or dealt with appropriately.

The school should involve parents or carers when offering support to victims of serious incidents and it may be appropriate to involve other agencies such as consultants who formally worked for

Cambridgeshire Race Equality and Diversity Service (CREDS) or the SEND County team. An interpreter should be made available for victims and parents if necessary.

Where the victim of a prejudice incident is a member of staff, support is available through their professional associations and/or through the LA staff counselling scheme (01223 717659 for further information), in addition to support from colleagues.

When dealing with prejudice incidents, staff should:

- listen attentively
- remain calm and reassuring
- accept the victim's language and terminology
- remember that to report an incident may need considerable courage
- acknowledge the feelings of the victim(s)
- confirm they were right to make the disclosure
- show they understand the difficulty in discussing the matter
- offer immediate support; reassure the victim that the matter will be treated seriously and that a full investigation will take place
- ascertain whether or not the incident is part of a pattern – ask if the person has been the victim of prejudice relate incidents on previous occasions.
- report: indicate that the information needs to be shared with others in authority in order to stop further harassment. If the victim is adamant that they do not want any further action, the incident should, nevertheless, be recorded. The circumstances of the victim (e.g. age, self-confidence in dealing with the situation for themselves), will be a guiding factor for staff when deciding on a course of action. In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.

Working with the perpetrators

All prejudice behaviour should be treated as a serious matter and should never go unchallenged. It is crucially important that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the situation. A failure to respond could be seen as condoning prejudice behaviour and could discourage young people and parents from reporting incidents and sharing concerns with staff.

Responses to incidents should be prompt, appropriate and consistent. Disciplinary action should be in line with the Behaviour Policy and staff dealing with the incident should check if the perpetrator has a record of previous similar behaviour. Perpetrators' future behaviour should also be monitored. Staff should emphasise that the aim of the policy and procedures for dealing with prejudice incidents is to prevent such incidents from occurring and not to get people into trouble.

It should be recognised that both victims and perpetrators will often need pastoral support. It is important, in working with perpetrators of prejudice incidents, to separate the behaviour from the person. Wherever possible, staff should try to use positive strategies to encourage the perpetrator to overcome his/her prejudices and to desist from similar behaviour in future. The school will use activities, curriculum work and whole-school initiatives to address and change prejudice attitudes.

Implementation

- All staff to know and use a consistent framework for procedures when dealing with incidents of racism.
- Regular PSHE and RE curriculum work to develop empathy skills, positive behaviour, choices, self-esteem and emotional intelligences.
- All incidents to be logged following above procedure.
- Use all pupils as a positive resource in countering racism e.g. playtime buddies
- Assemblies and other school events used to prevent racism to include Black History Month.

- Provide a method to enable children to speak about racism – circle time, bubble time.
- On-going monitoring of playtimes and playgrounds, promoting co-operative games, providing quality play equipment, valuing playground as an important learning environment part of social and emotional development.
- Teach children skills needed to resolve conflict
- Consistent praise for co-operative emphatic and non-aggressive behaviour inline with behaviour policy.
- All staff to be alert for incidents of racism and different ways in which it manifests
- Issues of racism individual and institutional will be tackled in the teaching of the curriculum (History, Geography, Mathematics, English, drama, PE, PSHE, music and technology.)
- Staff and children are enabled and encouraged to be sensitive in their use of words which may cause offence. E.g. black sheep, black mark, black day...
- Individuals need to be aware of the historic roots of these terms and the dictionary definitions which underpin them.

Monitoring and assessment

- The Senior Leadership Team (SLT) monitors the implementation of this policy and is proactive in supporting the anti racism strategies. The Governing Body supports the school to ensure that the aims of this policy are implemented and are reviewed on an annual basis. The school will also analyse the incidents recorded in the racism logs to identify any patterns, places of groups involved.

PHYSICAL RESTRAINT POLICY

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

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc.);
- to praise
- to give first aid
- in an emergency to avert danger to the pupil or pupils;

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

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

At Petersfield, this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that all stakeholders have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

It is generally deemed appropriate to touch others on the upper arm and shoulders.

Hugging

When appropriate, staff that are using touch for comfort or reward can use a 'supportive hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limit the ability of the child to turn themselves into you. Hugging can be used either standing or seated, however, this must be used in conjunction with a positive verbal comment about their learning or good behaviour.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

Lap-Sitting

At Petersfield, we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on a lap, the adult will explain and ask them to sit next to them, if it is appropriate.

At times, children may be in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen a senior member of staff should be informed. A note will be made of this, in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that we have to use physical interventions with children. It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a pupil is likely to be at risk from harm if you do not physically intervene in an emergency situation, staff must take action. The action you take will be dependent on the dynamic risk assessment that is made at that moment in time.

Parents/carers will be made aware of this statement when their child is admitted to this School with the behaviour policy available on the school website and the Home School Agreement being signed annually.. If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

This policy is based on DCSF guidance and the corresponding Cambridgeshire County Council's document Cambridgeshire Policy and Guidance on the Effective Management of Behaviour' [June 2013](#). In addition, Keeping Children Safe in Education and an Additional Guidance document informs this policy.

This policy is based on the knowledge that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.

It is essential to recognise that behaviour is a form of communication; practitioners have to look beyond the behaviour and analyse its function. A common principle in behaviour management is looking for the message an individual is communicating through their behaviour: 'All behaviour has meaning'. This means that presenting behaviours may need to be interpreted with care and with consideration to underlying issues such as pain or distress. This is particularly the case with young people with special needs but all children and young people demonstrate their feelings through their behaviour.

The majority of children and young people demonstrate behaviour that is perceived as both appropriate and good. However, there are a minority of children and young people who exhibit challenging behaviour. Challenging behaviour is defined as 'culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities' (Emerson, E, 2001). This policy has been developed to help settings prepare for and appropriately manage this challenging behaviour.

We encourage the use of preventative strategies and de-escalation methods to manage behaviour and restore and maintain relationships. Social and Emotional Aspects of Learning (SEAL) and Social and Emotional Aspects of Development (SEAD) are promoted as part of the Cambridgeshire PSHE curriculum, as these programmes support the development of social and emotional skills associated with self- awareness, managing feelings, motivation, empathy and social skills. These skills also underpin effective learning, positive behaviour, regular attendance, staff effectiveness as well as the emotional health and wellbeing of all who learn and work in settings. In the Early Years, the Early Years Foundation Stage (EYFS) focuses on the development of children in the three prime areas including Personal, Social and Emotional Development, which includes child development, in

the management of behaviour and feelings. The understanding of each child's development and promotion of their social and emotional development is key to positive approaches to behaviour in the early years.

Petersfield is committed to ensuring that all our staff and adults with responsibility for pupil's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DCSF and Cambridgeshire County Council's guidance. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

It is important to recognise that the use of restrictive physical interventions needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991). These are based on the assumption that every child and young person is entitled to:

- respect for his or her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security
- the right not to be discriminated against in his/her enjoyment of those rights.

This policy applies to all our staff who are authorised to use physical intervention as outlined below in '**Authorisation of Staff to Use Physical Intervention**'. Our policy will be reviewed and discussed with staff and the governing body on an annual basis. The nominated members of the School's Leadership Team with responsibility for advising on the implementation of this policy are Laura Penrose and Karen Gwynn.

Our Expectations

The best practice, regarding physical intervention outlined below, should be considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying, child protection and health and safety.

Due notice is given to the DfE publication 'Use of Reasonable Force: Advice for Headteacher, staff and governing bodies' 2013 which states that Schools can use reasonable force can be used to control (passive or active physical contact) or to restrain (to hold back physically or to bring a pupil under control). Physical interventions can be restrictive or non restrictive, planned or unplanned and can include withdrawal. The list below is not exhaustive but provides examples of when reasonable force can be used to:

- prevent a pupil at risk of harming themselves through physical outbursts (including fighting)
- remove disruptive children [and young people] 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 leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Reasonable force may also be used in exercising the power to search pupils without consent set out in Searching, screening and confiscation: advice for schools. The Headteachers and authorised staff (all school staff) can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

At Petersfield the following additional items are banned: mobile phones, smart watches and other electronic devices (unless in certain cases that have had prior agreement with Heads and kept in Office), toy weapons (e.g. guns)

Schools cannot use force (or threaten to use force) as a punishment – it is always unlawful to use force as a punishment.

Seclusion- where a child is forced to spend time alone against their will – is not permitted.

In the following situations staff at Petersfield must judge whether or not the intervention is planned (or unplanned or emergency intervention) and whether the physical intervention would be reasonable or appropriate:

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This judgment will take into account the circumstances of the incident. All staff at Petersfield should be aware that the use of physical intervention in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

Staff have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Our staff view physical intervention or restraint of pupils as a **last resort to maintaining a safe environment**. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Our staff will understand the importance of listening to and respecting pupils to create an environment that is calm and supportive especially when dealing with pupils who may have emotional and behavioural needs that may increase their aggression. All our staff will understand the importance of responding to the feelings and well-being of the pupil, as well as to the behaviour itself. All our staff, who may have to intervene physically to manage the behaviour of pupils, must clearly understand the options and strategies open to them. They must know and understand what is acceptable and what is not.

Physical Intervention

It is the responsibility of all staff to be aware of the content of this policy.

Intended Outcomes

To provide an environment:

- that is safe for the whole community
- where we care enough about our pupils to not allow them to be out of control, causing harm to themselves, others or significant damage to property
- where challenging, aggressive and violent behaviour is prevented wherever possible.
- where staff members are clear about when physical intervention is appropriate and are empowered to use it within a clear framework

Responsibilities

Petersfield is committed to providing Step On training and to endeavouring to reduce any situation where staff members encounter violence in the course of their work. All members of Petersfield are expected to treat people with dignity courtesy and respect. Where possible there

are two members of staff either to be involved in a physical intervention, or to be able to witness any physical intervention that takes place.

Our Practice Regarding Specific Incidents at Petersfield:

Staff intervening with pupils will seek assistance from other members of staff as early as possible (using the red triangle or lanyard system of seeking help), since single-handed intervention increases the risks of injury to both parties and does not provide a witness. Where possible, staff who have received Step On training should be called upon to physically intervene with pupils, if necessary. All staff who become aware that another member of staff is intervening physically with a pupil will have responsibility to provide a presence and to offer support and assistance should this be required.

Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist. Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary trying a 'change of face' to deescalate the situation first. Staff should support colleagues by offering to take over the role of holding to minimise stress.

A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil will be removed from the audience. The pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g., two members of staff should be present or a door left open so that others are aware of the situation). Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, he/she will be released.

All staff should be supported by a back-up system to enable staff to call for help in emergencies (e.g. a member of staff will give a red triangle or lanyard to a bystander pupil to take to their buddy classroom, the school office or Senior Leadership Team (SLT). The card indicates to staff that help is required urgently).

The following are physical interventions for supporting, guiding and escorting from Step On training include:

- standing between pupils;
- blocking a pupil's path
- Open mitten
- Closed mitten
- Offering an arm
- Supportive hug
- Supportive arm
- Open mitten guide
- Open mitten escort

Step Up training will be considered if the need arises based on RMPs.

Holds to be avoided except for the most extreme circumstances

The following holds must **not** be used other than in exceptional circumstances, where there is an immediate risk of injury. This is when emergency action is needed to prevent the risk of **serious** injury or loss of life (e.g., to prevent a pupil running into a busy road or to stop an extremely violent assault on one pupil by another pupil).

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

Using restraining techniques (double seated embrace, double basket hold and nose distraction technique) identified in "[Use of reasonable force Advice for Headteacher, staff and governing bodies July 2013](#)" are prohibited.

Restraint should not

- Have a negative impact on breathing
- Result in hyperflexion
- Result in pain due to the technique
- Result in a sense of violation
- Pulling or dragging
- Lifting or carrying

Recording an Incident

All incidents that result in non-routine / emergency interventions will be recorded in detail. Notes will be made immediately following, or as soon as possible after the incident (i.e. before the end of the day of the incident) by the staff member involved in the original incident, in the Physical Intervention Record book provided by the County Council stored securely in the Headteacher's office and accessible by the SLT and office staff. Notes will also be made in the same way by any other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be signed and dated on the same day. The Petersfield Incident Log form will be used as a template for this record.

The notes must contain the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the pupil(s) involved
- when and where the incident took place
- names of staff and pupils who witnessed the incident
- the reason the force was necessary
- the progress of the incident. Include details of:
 - (i) behaviour of the pupil which led up to the incident
 - (ii) any attempts to resolve the situation
 - (iii) what was said by staff and pupils
 - (iv) the degree of force used
 - (v) how it was applied
 - (vi) how long it was used for
- the pupil's response and the eventual outcome
- details of any injuries suffered by either staff or pupils
- details of any damage to property
- details of any medical treatment required (an accident form will be completed in the blue book in the office)
- details of any follow-up, including contact with the parents/carers of the pupil(s) involved
- any other relevant details e.g., the involvement of any other agency, e.g., the Police

Pupil witnesses may also be asked to provide a written account if appropriate. These notes should be retained until the pupil reaches the age of 24. A photocopy of the bound book should be kept in the pupil's file in the Headteacher's office.

Routine incidents of physical intervention, usually for pupils with identified needs will have a clear plan for physical intervention agreed in advance with parents. The plan, which may form part of the pupil's Education Health Care Plan, Individual Behaviour Plan, Pastoral Support Plan or Risk Reduction Plan, should be regularly updated. Incidents should be recorded as follows:

- Name of pupil
- Date
- Name of member of staff who intervened
- Name of any witnesses
- Brief description of the reason for intervention
- Brief description of action taken
- Details of any follow-up with parents
- First Aid Record

Any departures from the agreed plan will be recorded and discussed with parents/carers.

Monitoring use of Restrictive Physical Interventions

The use of physical intervention at Petersfield will be monitored in order to help our staff learn from experience, promote the well-being of pupils in our care and provide a basis for appropriate support and school organisation. Monitoring will help us to determine what specialist help is needed for pupils. Information on trends and emerging problems will be shared within our school using local procedures. Monitoring information will be reported on a regular basis to school Governors by the Headteachers. Our Bound book – Physical Intervention Record book will be available for monitoring by County Council officers and Ofsted. This is found in our Headteacher's office.

Post Incident Support

Petersfield will ensure that the pupil and the member of staff have immediate access to first aid for any signs of injury. This must be recorded in our First Aid bounded book.

If a member of staff or pupil is injured as a result of any incident a Health and Safety Incident Form needs to be completed online and shared with county. All documentation relating to the behaviour policy and relating incidents will be kept in line with our retention schedule.

After a serious incident has occurred a pupil must be offered an opportunity for de-brief. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes but for some students it could be as long as two hours. This must be taken account of when planning the time of the de-briefing.

We will give the pupil time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a member of our staff (or his/her nominee) will discuss the incident with the pupil and complete a fruits and roots activity. The pupil will be given an opportunity to explain things from his/her point of view. We will take all necessary steps to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.

Pupils will be provided with support for learning consequence to promote the necessary learning from the incident to support changes in behaviour that might help to prevent a reoccurrence.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, we will ensure a debrief takes place as soon as possible after the pupil returns to school. All members

of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of our staff (or his/her nominee) will provide support to the member of staff involved.

The Headteachers will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint has been used. The Headteachers (or their nominee) will initiate the recording process and each incident will be reviewed to ensure that any necessary lessons are learned.

We will inform parents/carers of any incident involving physical intervention as soon as possible after the incident and whenever practicable on the day of the incident at or before the end of the school day. Where any injury has occurred, we will complete a Health and Safety Incident Form (IRF (96) 1/99) and send it to Cambridgeshire County Council's Health & Safety Advisory Group.

Training Needs of Staff

Mrs Penrose is a trained Step On trained tutor. Other staff have been trained in STEP On, most recently all staff were invited to INSET training in September 2018. This training consists of six hours basic training. Following this, refresher training will be carried out every twelve months to ensure that people hold a current, valid certificate. Training provided covers the use of physical intervention and in techniques of behaviour management which help reduce the need for such interventions. The school has a current list of staff who are trained to use physical interventions. Authorised staff who have not received this training are still permitted to intervene, as stipulated below, as necessary.

Authorisation of Staff to Use Physical Intervention

Section 93 of the Education and Inspections Act 2006 (which replaces section 550A of the education Act 1996) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- any teacher who works at the school, and
- any other person whom the head teacher has authorised to have control or charge of pupils.

This:

- (i) includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
- (ii) can also include people to whom the head teacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example, parents accompanying pupils on school organised visits)

The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

Corporal punishment – as defined in section 548 of the Education Act 1996 – is unlawful.

All authorised staff may therefore by the nature of their roles and their duty of care use 'force as is reasonable in the circumstances of the purpose' (Education Act 1996). However, good practice is

that staff who have received Team Teach training are called on for support as soon as possible. The names of staff who have received training are kept on a list in the staff room.

Use of restrictive physical intervention may give rise to an action in civil law for damages if it results in injury, including psychological trauma, to the person concerned. However, Cambridgeshire County Council expect that governing bodies will support staff who, having been appropriately trained in a restrictive physical intervention, follow this policy and act in a reasonable manner. If a child acts in a way which is dangerous or harmful to him or herself or others, then Cambridgeshire County Council expects the member of staff dealing with the behaviour to react in a way consistent with the duty of care they have for that child. The use of force should only be applied if it is reasonable, proportionate and absolutely necessary.

Following an initial incident, if it is considered that similar situations are likely to occur again then a RMP should be undertaken and appropriate training given to staff in restrictive physical intervention, if necessary. We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintaining a safe and secure environment.

Dissemination of any revised information (including updated DCSF and/or Cambridgeshire Council's policies) will be included as part of the school's normal schedule of meetings.

Governors will be informed of the number of unplanned / emergency physical interventions and the number of planned physical interventions annually.

Risk Assessment

We acknowledge that some pupils behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a behaviour management plan. All identified behaviours necessitating use of physical intervention will be formally risk assessed and a risk reduction plan will be devised. The resulting risk management strategy must be compatible with the school's positive behaviour management approach and must also take into account the pupil's Pastoral Support Plan and Individual Education Plan, if these are applicable to the pupil. Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

The techniques will be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of intervention strategies both in and out of school.

The majority of incidents of violence and aggression are triggered by known sources (behaviour of others, particular locations, times of stress and uncertainty or challenge, loud noises etc). It is important however to understand that, for some children and young people with complex communication and learning needs, it is not always possible to recognise triggers. The prevention or de-escalation of violent or aggressive behaviours should be a primary aim in order to manage the behaviour, therefore avoiding the use of force wherever possible. Staff should be aware of the importance of recognising behaviours and situations that could trigger or heighten the risk of challenging behaviour, violence and aggression and seek to mitigate, avoid or remove them wherever possible. This should be embedded in staff training. They should also be aware of the individual plans and risk assessments around specific children and young people.

At transition points, where a child moves between settings, particularly if that child has complex communication needs, the old setting should always let the new setting know, in detail, what these needs are.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy will be agreed and the matter referred to Cambridgeshire County Council. If necessary, adjudications might be offered by an independent officer nominated by the Local Safeguarding Children's Board.

Any Risk Reduction plans/ Risk Assessments will be properly documented within pupil's records

Arrangements for informing parents of Physical intervention to manage behaviour

Parents / carers will be informed of the school's policy regarding physical intervention in the following ways:

- at the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about obtaining a copy for their own information
- thereafter, a section about the school's legal obligations to maintain a safe environment and the possible use of physical intervention (as a very last resort) with pupils, will be included in the school prospectus
- staff who work with particular pupils who have learning or physical disabilities and who have Individual Education Plans, Individual Behaviour Plans and/or Pastoral Support Plans may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded
- parents/ carers will be informed after a non-routine incident where physical intervention is used with their child

Responding to Complaints

If a parent/carer or pupil is concerned about any aspect of the management of an incident requiring physical intervention, he/she should inform the Headteachers of their concern. If the concern relates to action by the Headteachers, the parent/carer should contact the Chair of Governors and follow the school complaint procedures.

Sharing details of the incident and its record should enable the resolution of most complaints but if a parent remains concerned, they should contact an external agency (Police or Social Care) to provide an independent investigation of the circumstances. This will determine the necessity for further action. (See Cambridgeshire County Council Procedures for Allegations Against School-based Staff.) "Education Staff and Child Protection: Staff Facing an Allegation of Abuse" can be downloaded from: <http://www.lge.gov.uk/lge/core/page.do?.pageId=119361>

Appendix 1 The Restorative Conversation

By using scripted questions and hearing both sides of the story, we support children to come up with their own solutions – encouraging independence and problem solving skills.

1. Visual reminder (look, gesture)
2. State clearly what behaviour you require, and give the child time to process this instruction – (calm down, maybe use choices, reminder of individual tailored recognition menu, quiet area etc. – depending on the child and what we know works)
3. Ignore any secondary behaviours this causes (EG/ eye rolling, sighing, kissing teeth etc.)
4. Ensure the rest of the class are on task, then find a quiet opportunity to talk to the child

LISTEN FIRST

- a. Explore what happened (*What I experienced was...*)
- b. Explore what people were thinking and feeling (*What I thought/felt was... What have your thoughts been since?*)
- c. Explore who has been affected and how (*Who has been affected by what happened? In what way have they been affected? How would they feel? 'THINK'*)
- d. Explore how we can repair the relationship (*Here are my ideas....Which value was forgotten? I think ... because...*)
- e. Summarise what we have learnt so we can respond differently next time
 - i. What would you like to happen next time?
 - ii. How can we make things better for you, x, y etc
 - iii. If everything was going to be alright, what would need to happen?
 - iv. How can you help put this right?
 - v. How can we make it OK for you to play safely etc
 - vi. What do you think x might need?
5. Go through each step slowly, allowing the child time to work through their emotions.
6. Arrive at a restorative solution, including child's ownership of a consequence.
7. Don't panic if the child doesn't do anything – but come back to it later in a, 'can you help me with this problem' type of way...
8. Be prepared to follow the same structure and have the same conversations with the child every day for as long as the child is with you – this builds consistency and the child will know what to expect.

Appendix 2

Home school agreement/Code of Conduct

As the child I will:

1. Attend school regularly and on time.
2. Be responsible for my learning and behaviour.
3. Bring all the equipment I need every day and be tidy in appearance.
4. Do all my work at school and at home as well as I can.
5. Be polite, kind and helpful to all others.
6. Take care of the school's equipment, our building and the school surroundings
7. Follow the class rules
8. Keep myself and others safe

As the school we will:

1. Care for your child's safety and happiness.
2. Support your child to achieve their best and make the most of all the opportunities given to them.
3. Provide a balanced curriculum at an appropriate level for your child.
4. Encourage high standards of behaviour through building self respect, good relationships and a sense of responsibility.
5. Take account of your child's feelings and needs through listening to them and valuing what they say.
6. Keep you informed of your child's progress and about general school matters.
7. Be open and welcoming and offer opportunities for you to become involved in the general life of the school.

As the parent/carer I will

1. Make sure my child attends school regularly, on time and properly equipped for school.
2. Inform school of the reason for absence or lateness on the same morning.
3. Not book holidays during term-time.
4. Support the school's policies and guidelines for learning and behaviour.
5. Support my child with homework and other home learning opportunities, including 20 minutes reading each evening and learning of spellings/times tables.
6. Attend Parents Evenings and discussion about my child's progress.
7. Get to know about my child's life at school.

**Appendix 3
Behaviour Log
(Completed by Teacher/Adult taking class / Teaching Assistant)**

Pupil's name	Class	Date	Time	Completed by
--------------	-------	------	------	--------------

Who was involved?

What happened?

<p>Actions (tick as complete and add additional actions)</p>	<p>Form and restorative reflection sheet to class teacher Class teacher to file documents in behaviour folder Class teacher to copy reflection sheet and copy sent home Other:</p>
---	---

Signature.....

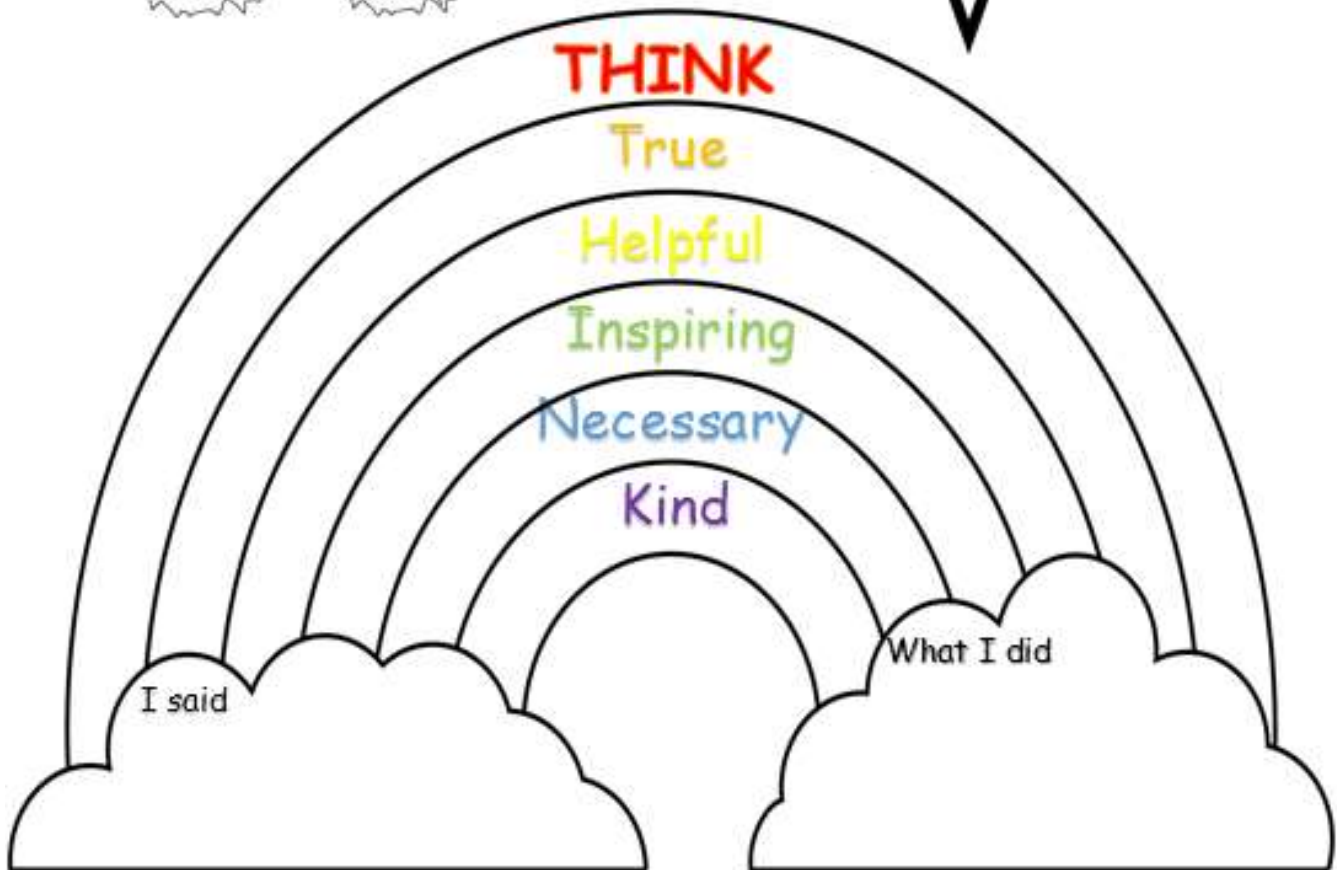
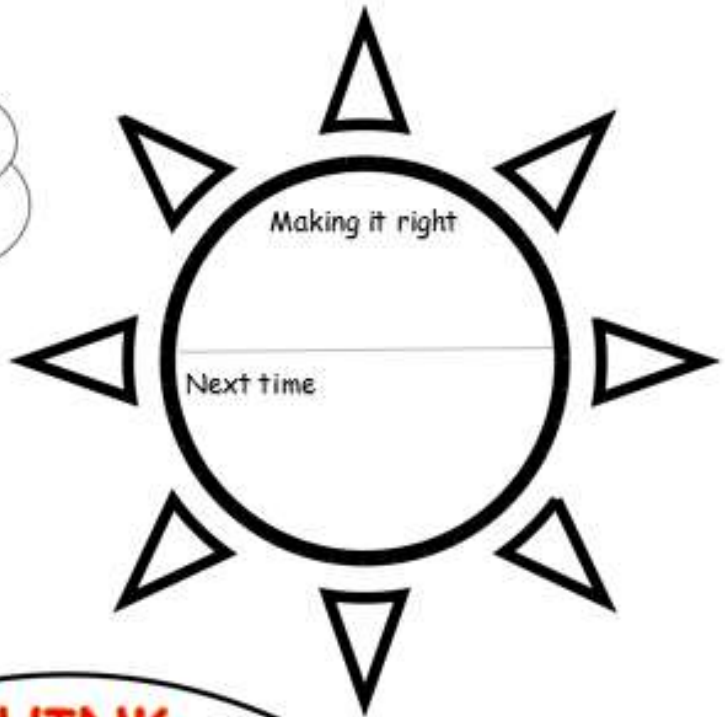
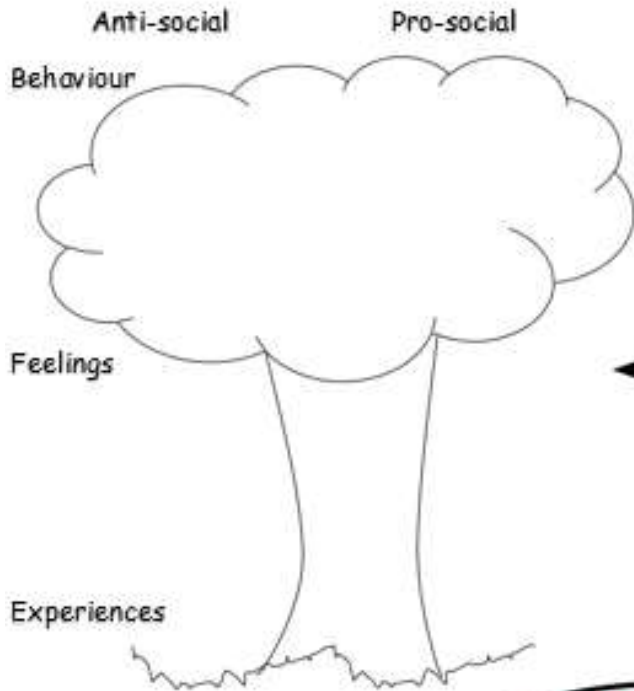
Appendix 4

Restorative Reflection – Completed as part of a Restorative Conversation

Name:

Date:

Supporting staff:



The rule I broke:

Appendix 5
Stage 3 & 4 letters to Parents/Carers

Behaviour Policy Stage 3 letter

Dear <parent/carer>,

As per our behaviour policy, I am writing to you because <Name of child>, has today been sent to me for the third time / for a specific incident. <Name of child> remained with me for <time period> and completed a reflection sheet of which I enclose a copy. Following our restorative approach, the support we have put in place for <name of child> is <detail>. I ask that you discuss this with your child. I would actively encourage you to speak to your child's classteacher to work together to support <name of child>. Please do not hesitate to come and discuss this matter with me if you have any questions, concerns or suggestions. Both <classteacher(s)> and I can be contacted on the playground after school or by making an appointment at the school office.

We appreciate your support to ensure good behaviour at Petersfield and to support all our pupils in developing a caring and responsible attitude and to recognise the consequences of their own actions and decisions.

Yours sincerely,
Mrs Peachey Deputy Head

Behaviour Policy Stage 4 letter

Dear <parent/carer>,

As per our behaviour policy, I am writing to you because <Name of child>, has today been sent to me for the third time / for a specific incident. <Name of child> remained with me for <time period> and completed a reflection sheet of which I enclose a copy.

At your earliest convenience, please make an appointment with me to discuss additional strategies we can put in place, together, to address the behaviours exhibited by <name of child> which are currently resulting in sanctions in school.

I, or a member of the Senior Leadership Team can be contacted on the playground before and after school or please contact the school office 01223 207382 to make an appointment.

I appreciate your support to ensure good behaviour at Petersfield and to support all our pupils in developing a caring and responsible attitude and to recognise the consequences of their own actions and decisions.

Yours sincerely,
Mrs Penrose Mrs Gwynn
Co-Headteachers

Appendix 6 Model Letters

The following examples of letters (which can be adapted for different legal purposes where necessary) are to parents or other visitors to school premises whose permission to be on the premises is to be, or has been, withdrawn by the governing body or LA on behalf of the school. The letters show that where such a parent re-enters school premises and causes a nuisance or disturbance, section 547 might be used.

The Headteachers have the right to decide who can come onto school premises but the letters should be sent by the governing body or LA – in the case of aided, foundation schools or academies – by the governing body, on behalf of the Headteachers.

Using powers under section 547 allows for action which the governing body or the LA can take on behalf of a school and which can be straightforward, quick and effective in removing violent, aggressive or abusive people from school premises. In practice, it is amongst the most widely used remedies.

Section 547 will not be the most appropriate remedy in every circumstance. Serious violence, repeated harassment or racially aggravated behaviour for example, may warrant stronger criminal sanctions. The Council Legal Department should be consulted for further advice.

Model Letter 1 - warning letter from Headteacher

Dear

Re. Your conduct on school premises on (insert date)

I refer to the incident that took place on school premises today (*or insert relevant day*) when you (*insert details of the incident*).

If the Headteacher did not witness the incident they may wish to use the following text: I have considered the witness accounts of the incident, (*if relevant: including your own*), and it would appear (*insert details of incident*).

Your behaviour falls short of the standard of conduct expected of those visiting the school. I must therefore warn you that if you are involved in a similar incident again, you will leave me with no alternative other than to ban you from coming onto the school site without my written permission.

I do hope that this will not be necessary and that I can rely on your co-operation in this matter.

Yours sincerely

Headteacher

Model Letter 2 - Ban from school premises for one week (or so) whilst obtaining the parent's account and views from Headteacher

Dear

Your conduct on school premises on (insert date)

I refer to the incident that took place on school premises today *(or insert relevant day)* when you *(insert details of the incident)*

If the Headteacher did not witness the incident, the following text may be used: I have considered the witness accounts of the incident, *(if relevant: including your own)*, and it would appear *(insert details of incident)*.

Your behaviour falls short of the standard of conduct expected of those visiting the school. *(Omit if this is a first incident - As you will remember, I have previously warned you about your behaviour when I wrote to you on (date)).* I have considered the matter very carefully and have decided that you should not be allowed on to the school premises from now until *(insert date)*. During that time I will review the situation. Before I make a final decision you may, if you wish, write to me to give me any further information you want me to take into consideration. You have until *(insert date)* to write to me.

If you need to speak to me or a member of staff about any matter, please telephone and I will make the necessary arrangements and confirm them to you in writing. You will not be allowed to come onto the school site unless you have a letter from me giving you authorisation.

If you do not comply with this ban, you will be guilty of causing a nuisance or disturbance on educational premises. This is a criminal offence under section 547 of the Education Act 1996. If you were to commit this offence, you would be liable to prosecution in the magistrates' court. If you were to be convicted, you would be liable to a fine and a criminal conviction.

I regret that I have had to take this action and hope that I can rely on your co-operation.

Yours sincerely

Model Letter 3 - Ban from school premises for specified period from Headteacher

Dear

Your conduct on school premises on (insert date)

I refer to the incident that took place on school premises on *(insert relevant day)* when you *(insert details of the incident)*. In my letter dated *(insert date)*, I referred to my intention to ban you from the premises and I invited you to make representations to me about this.

I have considered the points you have made to me and I have decided to proceed with the ban for a period of *(insert number of weeks or an indefinite period)*, until *(insert date)* after which the ban will be reviewed by the Chair of Governors and myself. I will write to you again when this review is going to take place so that you may make written representations, which we will take into account. When we have made our decision, I shall write to you to inform you of it together with our reasons.

If you need to speak to me or a member of staff about any matter, please telephone and I will make the necessary arrangements and confirm them to you in writing. You will not be allowed to come onto the school site unless you have a letter from me giving you authorisation.

If you do not comply with this ban, you will be guilty of causing a nuisance or disturbance on educational premises. This is a criminal offence under section 547 of the Education Act 1996. If you were to commit this offence, you would be liable to prosecution in the magistrates' court. If you were to be convicted, you would be liable to a fine and a criminal conviction.

I regret that I have had to take this action and hope that I can rely on your co-operation.

Yours sincerely

Headteacher

Model Letter 4 - Unban from school premises from Headteacher

Dear

Your conduct on school premises on (insert date)

On *(insert date)* I wrote to you informing you that, I had temporarily withdrawn permission for you to come onto the school premises. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to let me have your written comments on this incident by *(insert date)*.

I have not received a written response from you/I have now received a letter from you dated *(insert date)*, the contents of which I have noted. *(delete either sentence as appropriate)*.

[However] In the circumstances, *(insert detail)* I have decided to restore to you the permission to come onto the school premises, with immediate effect.

Nevertheless I remain very concerned at the incident which occurred on *(insert date)*, and I must warn you that if there is any repetition of your behaviour on that occasion, I shall not hesitate to withdraw permission for you to come onto the premise again.

Yours sincerely

Headteacher

Appendix 7

Petersfield Statement of Expectation of Visitor Behaviour

Whilst the public are on our premises there is an expectation that behaviour by both staff and visitors, including parents of pupils, will meet certain standards.

- Our staff will be polite and courteous towards you at all times. If you feel a member of staff has behaved in an unacceptable way please end your discussion and report the matter in writing to the head teacher or senior manager. They will then contact you to investigate and attempt to resolve your complaint
- In return it is our expectation that you will be polite and courteous to staff and other adults and children on the school site. If others are subjected to unacceptable behaviour, you will be asked to regain composure and if this does not happen, leave the premises. A letter to confirm the reasons why you were asked to leave and the action that we intend to take as a result will be sent to you. You will be given the opportunity to discuss the matter with us in a calm and civil manner. If the incident is particularly serious or is repeated you may be barred from the premises.
- The following behaviours are unacceptable:
 - swearing, spitting, shouting, threatening words or gestures
 - physical intimidation and the use of force such as pushing, pulling, poking, prodding etc.
 - prejudice, extremist or radicalised, ageist and sexist comments
 - being under the influence of drugs or alcohol whilst on our premises
 - smoking whilst on our premises

**Appendix 8
Bullying Incident log**

ALLEGED BULLYING INCIDENT		
Student allegedly bullied Name(s) Group	d.o.b.	Year
Ethnicity	Gender M / F	SEN Stage
Home language	looked-after child Y / N	
Date of incident		
Time of incident		
Location of incident		
Nature of incident, identify details of any injury or damage to property, etc		
<p>Circle any elements that apply:</p> <p>Racist Sexual/Sexist Homophobic SEN/Disability</p>		

Member of staff to whom the incident was reported	
Alleged perpetrator(s): Name(s) Group	Year
Witnesses to the incident	
Witness reports of incident (continue on separate sheets if necessary)	
Parents/carers of alleged subject(s) informed: Date	Time
Parents/carers of alleged perpetrators informed: Date	Time
Details of immediate action taken	

Appendix 9

Racist incident log

RACIST INCIDENT REPORT FORM																									
School/Establishment																									
Date & time of Incident.....																									
<table border="1"><tr><td>Victim's name.....</td><td></td></tr><tr><td>Year Group/Age</td><td><input type="checkbox"/></td></tr><tr><td>Outside Person(s) inc. Parents/Carers</td><td><input type="checkbox"/></td></tr><tr><td>Teaching Staff</td><td><input type="checkbox"/></td></tr><tr><td>Support Staff</td><td><input type="checkbox"/></td></tr><tr><td>Unknown</td><td><input type="checkbox"/></td></tr></table>	Victim's name.....		Year Group/Age	<input type="checkbox"/>	Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>	Support Staff	<input type="checkbox"/>	Unknown	<input type="checkbox"/>	<table border="1"><tr><td>Perpetrator's name.....</td><td></td></tr><tr><td>Year Group/Age</td><td><input type="checkbox"/></td></tr><tr><td>Outside Person(s) inc. Parents/Carers</td><td><input type="checkbox"/></td></tr><tr><td>Teaching Staff</td><td><input type="checkbox"/></td></tr><tr><td>Support Staff</td><td><input type="checkbox"/></td></tr><tr><td>Unknown</td><td><input type="checkbox"/></td></tr></table>	Perpetrator's name.....		Year Group/Age	<input type="checkbox"/>	Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>	Support Staff	<input type="checkbox"/>	Unknown	<input type="checkbox"/>
Victim's name.....																									
Year Group/Age	<input type="checkbox"/>																								
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>																								
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Support Staff	<input type="checkbox"/>																								
Unknown	<input type="checkbox"/>																								
Perpetrator's name.....																									
Year Group/Age	<input type="checkbox"/>																								
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>																								
Teaching Staff	<input type="checkbox"/>																								
Support Staff	<input type="checkbox"/>																								
Unknown	<input type="checkbox"/>																								
Nature of incident (<i>tick any that apply</i>):																									
Racist comments and language <input type="checkbox"/>	Ridicule and ostracism <input type="checkbox"/>	Provocative behaviour <input type="checkbox"/>																							
Verbal abuse and threats <input type="checkbox"/>	Racist graffiti <input type="checkbox"/>	Possession/distribution of racist material <input type="checkbox"/>																							
Physical assault <input type="checkbox"/>	Written abuse <input type="checkbox"/>	Other <input type="checkbox"/>																							
	Damage to property <input type="checkbox"/>																								
Details of incident:.....																									
..... <i>To be completed by designated member of staff</i>																									
Action taken.....																									
.....(<i>continue on separate sheet if necessary</i>)																									
Have parent(s)/carer(s) of victim been informed?	YES	NO																							
Have parent(s)/carer(s) of perpetrator been informed?	YES	NO																							
Perpetrator's ethnic origin (including Traveller or Refugee)																									
Victim's ethnic origin (including Traveller or Refugee).....																									
Outcome recorded in victim's/perpetrator's files (<i>please circle</i>)																									
Record completed by:.....																									
Signature of designated Member of SMT:.....																									
Date:.....																									

Appendix 10

Letters to parents following a racist incident

To parents of perpetrator

This should, wherever possible, be sent following a conversation with parents

Dear,

I am writing to you regarding an incident reported to me today which has been identified as a racist incident. Since the Stephen Lawrence inquiry, all racist incidents are recorded by all schools and investigated thoroughly. Racism is not tolerated in schools in any form. I enclosed a copy of our **Promoting, Celebrating and Managing Behaviour, Discipline and Conduct at Petersfield** Policy which outlines how we deal with such incidents.

Details of incident and outcome

I would greatly appreciate if you would take the time to speak to..... about this incident and the behaviour that is and is not acceptable at Petersfield. I actively encourage you to come into school to discuss this with me further if you have any questions or concerns.

Thank you for your support.

To parents of victim

This should, wherever possible, be sent following a conversation with parents

Dear,

I am saddened to write to you regarding an incident reported to me today which has been identified as a racist incident. Since the Stephen Lawrence inquiry, all racist incidents are recorded by all schools and investigated thoroughly. Racism is not tolerated in schools in any form. I enclosed a copy of our **Promoting, Celebrating and Managing Behaviour, Discipline and Conduct at Petersfield** Policy which outlines how we deal with such incidents.

Details of incident and outcome

I would like to stress that all racist remarks and actions are taken very seriously by the staff at the school. I actively encourage you to come into school to discuss this with me further if you have any questions or concerns.

Resources for school to arrange

School rules up in all areas – each classroom, all working rooms, Puffins, Hall, Library, laminated versions on the playground and field

School values to be displayed in all areas as above

Behaviour logs in all classrooms

Behaviour log Books KSL, Deputy Head and Heads (note – KSL will need to liaise at least weekly to check pupils are not in both books)

Bullying log

Racist log

Report initial incident

Bullying logs

Racist incident log

Team tokens

Class collection boxes (including Puffins)

Cup with ribbons

Cup display with totals

Record book of team points

SCR list of Steps training

Record of incident notes in file as a proforma for physically restraining

Risk Management Plans

Anxiety Mapping

Restoration and Reflection sheet

Roots and Fruits