

REDDIFORD SCHOOL

Including EYFS

POLICY FOR BEHAVIOUR

IN CONJUNCTION WITH:

SAFE TO LEARN

EMBEDDING ANTI-BULLYING WORK IN SCHOOL

PREVENTING AND TACKLING BULLYING (July 2017)

BEHAVIOUR & DISCIPLINE IN SCHOOLS (2016)

KEEPING CHILDREN SAFE IN EDUCATION (2023) (KCSIE)

RELATIONSHIP, SEX & HEALTH EDUCATION POLICY

ANTI-BULLYING POLICY

PUPIL CODE OF PRACTICE

E SAFETY POLICY

PUPIL ICT ACCEPTABLE USE AGREEMENT

INCLUDING

EXCLUSION POLICY

AND

AN OUTLINE OF POSITIVE

AND NEGATIVE SANCTIONS

AND

POSITIVE HANDLING PROCEDURE

AND FORMS FOR COMPLETION BY STAFF

(Further advice for Staff - on Staff Portal)

BEHAVIOUR POLICY & PROCEDURE

Aims and Objectives.

Reddiford School seeks to provide a caring and happy atmosphere that promotes the welfare and development of the whole school community and fosters positive relationships between staff, pupils and parents. There is a zero tolerance approach for peer on peer abuse including sexual violence and harassment. Clear and comprehensive records are maintained; even low-level peer on peer abuse incidents are logged as are all behavioural incidents.

This policy exists to support the aims of the school by promoting high standards of integrity and honesty, where each pupil has equal value and equal opportunity. Reasonable adjustments are made for pupils with special educational needs/disabilities, giving due consideration to the present Equality Act. It is through this approach that good behaviour is actively promoted for all. There is never any use of corporal punishment in any department, as it is school policy to reject such a method.

The school is committed to maintaining good discipline in order that effective teaching and learning can take place in a safe environment. Respect for others whose beliefs, cultural background and attitudes may be different is positively encouraged.

Specifically, this policy aims to:

- Ensure the fair and safe treatment of all pupils
- Inform parents and staff of the procedure that will be implemented when a pupil behaves in a way that is considered unacceptable. This includes malicious allegations made against a member of staff by a pupil
- Outline the rewards that will be given
- Outline the sanctions that will be imposed
- Outline the process and stages that are triggered when a pupil consistently does not conform to expected standards of behaviour
- Give guidelines for staff in dealing with difficult situations. Further advice is given to staff in the 'Behaviour Advice to Staff' appendix which is on the staff portal

These aims are implemented through the use of rewards and sanctions, which will be detailed in this document. In enforcing good behaviour habits, emphasis should always be placed on rewards and not sanctions. This is crucial to the ethos and success of the school.

Core Philosophy

The core philosophy of the Behaviour Policy is one of respect. The expectations of behaviour at Reddiford are very high, and are embodied by pupils who show respect:

- For themselves
- For each other

- For adults (staff, visitors or parents)
- For the school building and its workings

To encourage this, our children learn to follow the Reddiford Way:

The Reddiford Way

- We make the right choices
- We respect one another
- We are kind and helpful
- We listen
- We forgive
- We share
- We are honest
- We work hard to be the best we can be

Together, these statements serve to guide every action and decision a child may need to make at school. These statements are referred to when a child's behaviour needs to be challenged, and are deliberately worded in a positive, child-friendly manner.

The Senior Management Team implement a system of daily direct observation of pupils (for example on the playground, movement between lessons etc) as a matter of course, so that minimum behaviour standards are adhered to and consistently applied. The Senior Management Team review the Behaviour Policy annually and work with a core of selected teaching staff across the sites (The Behaviour Working Party) to review behaviour and enhance processes, for the benefit of our pupils.

We believe that this foundation will provide children with a philosophy to govern their behaviour, not just in school, but at home and for the rest of their lives. For this reason, the importance of respect will be emphasised to the children throughout their time at Reddiford and there is a further expectation that all staff, parents and visitors will embody these same principles around the school. To this end, all stakeholders have Codes of Practice (Pupils, Parents and Staff) which they sign as an indication that they understand behavioural expectations.

Curriculum

The teaching of good behaviour is reinforced in the curriculum in PSHE lessons, philosophy, drama, stories and literature as well as in assemblies. In all lessons there is opportunity for discussion of differences between people and the importance of avoidance of prejudice-based language. Also, throughout their daily life at Reddiford children are helped to develop coping strategies and appropriate actions in line with The Reddiford Way.

Use of ICT

All children are taught the appropriate use of ICT in their PSHE lessons. The use of mobile phones is banned in school unless it is an older child that walks to and from school by themselves. On this occasion the phone is given to the Prep office at the beginning of the day and collected at home time.

Parents are given clear guidance as to the use of any photographs they take and this is outlined in the 'Parent Code of Practice' and the 'Photographic Images of Children Policy'. Parents also agree to monitor their child's use of the internet, mobile phone, electronic devices, games and DVDs by signing the 'Parent ICT agreement'. Both parents and pupils are advised on the appropriate use of technology to ensure that this is not used to tease, bully or threaten. Parents are given advice on how to report cyber bullying when it occurs outside school at parent E-safety evenings which are regularly held.

Clear guidance is given to all pupils on the appropriate use of cameras/Ipads etc. Children also sign a 'Pupils ICT agreement' and receive regular advice and guidance on these matters.

All internet use in school is filtered and monitored and all staff also sign an 'Appropriate use of ICT Agreement' to ensure appropriate use. This includes the use of mobile phones, cameras, emails and the internet.

School Council

Any concerns about behaviour-related issues the pupils may have are regularly discussed at the School Council meeting. In this forum the pupils are given the opportunity to have a positive input into establishing the expectations of the whole school community with regard to what constitutes acceptable and unacceptable behaviour. They also participate in identifying strategies to be used to maintain good behaviour throughout the school.

Members of the School Council also provide the role of listeners (buddies). The chair of the School Council is also a trained counsellor and all children involved are made aware that they can talk to her at any time about any concerns that they have. The role of listening to all children is communicated to all staff as being a pivotal and important part of their role in the school.

House Points

House points are a valued reward and pupils receive individual, as well as House-wide, rewards for earning them.

Pupils who achieve milestone totals each term will receive certificates in their weekly assembly: Bronze Award – 75 house points, Silver Award – 150 house points, Gold

Award – 200 house points. In addition, there will be special awards for pupils who achieve a significant amount of House points throughout the whole year.

At the end of each week in the Prep department and each half term in the Pre-Prep department, the House with the highest house points total will earn a reward.

Awards of House Points for academic achievement, effort and good citizenship are at the discretion of staff but most awards will be of either one, two or three house points.

In exceptional circumstances it may be appropriate to award four or even five house points; for a particularly impressive achievement, for outstanding effort, a more sustained piece of work (e.g. a project) or for an instance of exemplary behaviour. No more than five house points will be awarded at any time.

House points are also earned in various Inter-House competitions over the year, which contribute towards the House totals for the term and year.

House points are awarded and deducted consistently across all staff and departments. (See Advice for Staff appendix on staff portal)

Conduct Book

Each form has a Conduct Book. The Conduct Book travels with the form to every lesson. The Conduct Book is used to track conduct and for the Pre Prep and Prep Departments house points that are awarded/lost. In order to enable other members of staff to better support the children's behaviour, it is also used to record any positive or negative comments about behaviour.

Lower School

Mrs Longhurst, Head of Lower School, is responsible for behaviour management in the Early Years and Pre-Prep Departments. She has the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary. This may include referral to the Deputy Head or Head Teacher. Any exclusions will be dealt with in accordance with the Exclusion Policy. However, due to the age of the young child it may be necessary to deviate from the prescriptiveness of the Exclusion Policy. If considered appropriate, the Exclusion may need to be shorter and immediate taking into consideration the cognitive development stage of the child.

However, all staff make their expectations of children very clear so that they always know what the adults want them to do. Circle Time is used to discuss the behavioural expectations of both playing and learning and is an opportunity for the children to raise any concerns that they may have. The children are also taught the importance of good manners, to say "sorry" if needed and the importance of forgiveness.

The children are introduced to The Reddiford Way as a guide for their behaviour and use that language to describe their actions and those of others. Staff use that language to guide children in their thinking about their actions and decisions.

Early Years Department

Staff always maintain a calm approach and are consistent in reinforcing behavioural expectations. Staff also work in collaboration with the home to agree a consistent approach and use strategies that have already worked successfully with the child.

Rewards and praise are used for appropriate behaviour, however small the achievement may seem. The children frequently receive stickers and stamps for good work or good behaviour. At the weekly department assembly, "Well Done" certificates are awarded for good work or behaviour.

Golden Time is used to reward the children for their good behaviour. During these sessions children can choose the resources they wish to use.

All staff observe the situations in which inappropriate behaviour occurs and try to pre-empt this behaviour by changing the factors that the child may find particularly difficult.

The children will be given a verbal reprimand and explanation of the correct behaviour. The children will be asked if they are "doing the right thing?" this is usually sufficient for the children to stop any inappropriate behaviour. If a child becomes distressed, a staff member may take them to a quieter area in order for the child to regain composure. Occasionally, it may be appropriate for the child to have a 'time out' session in a classroom. This provides the child with an immediate opportunity for them to reflect on their behaviour.

With young children, we feel that it is very important to have an open dialogue with parents and carers regarding behaviour as the children may not yet have acquired the necessary communication skills to competently explain their actions or feelings. The children are in the process of learning to manage their feelings and behaviour and these skills are best acquired when both school and home take the same approach in helping the children to achieve positive outcomes.

Pre Prep Department

Good behaviour is encouraged in a positive and constructive way. We believe that by highlighting and rewarding such behaviour, the pupils will be encouraged to adopt it. All staff should acknowledge the importance of a pupil's self-esteem, and praise good behaviour wherever possible.

By adopting The Reddiford Way as a guide for their behaviour, pupils are encouraged to be independent and to take responsibility for their own actions and the consequences of those actions – both positive and negative. Pupils are also

encouraged to comment positively on each other's achievements. Such actions will actively promote good behaviour.

Verbal feedback to parents is encouraged, especially if there has been a marked improvement in work and behaviour.

Rewards

A range of reward strategies are used to promote positive behaviour. These systems should also be used to motivate pupils to reflect upon their behaviour. It is very much up to the individual teacher's discretion as to which rewards are used. This list is by no means exhaustive.

1) Informal

- Identify good behaviour – praise a child where possible, particularly when inappropriate behaviour has previously been observed.
- Share the good news – ensure that good news about a pupil's achievements is shared with others. For example, inform the class; tell colleagues and ask them to congratulate the pupil when the opportunity arises; tell someone else within the pupil's hearing; encourage the parents to tell the teacher about achievements at home, so that they can be congratulated at school.
- Circle Time – provides a set time to discuss issues arising in the playground or classroom. This allows opportunities to improve a pupil's self esteem by having achievements celebrated by the whole class and by giving them a chance to express views and be listened to. Circle Time can also be used as a way of developing social and listening skills.
- Work should be marked positively and constructively, with rewards taking the style of special stamps, stickers, stars etc (in accordance with the Marking Policy). Pupils should feel that their contributions and opinions are valued.
- Star of the week - each form teacher will choose a recipient for this award which may be for good behaviour as well as a range of other things.
- Golden Time- special sessions where the children are rewarded for their good behaviour by choosing the resources they wish to use.

2) Formal

- A house point system is in operation. Pupils are awarded house points throughout the week to reward good behaviour as well as good work and these are recorded on a sheet by the teacher who has awarded them (see House point section).

- At a weekly whole school assembly there is an opportunity to read out the names of the house point milestone achievers (bronze, silver & gold). Certificates are presented and their success celebrated.
- Post card sent home.
- One or two pupils can be sent to the Head Teacher by Form Teachers for recognition of outstanding work, effort or behaviour - Head's Honours.
- Speech Day is celebrated at the end of the Summer Term. Each class teacher awards three prizes: attainment, effort and progress.
- Separate cups are also awarded in the Pre Prep Department for Handwriting, French, Swimming and Gymnastics. Cups for being a good citizen are awarded to one child in each year group.

Upper School

Mr Ford, Head of Upper School, is responsible for behaviour management within the Prep department. He has the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary. This may include referral to the Head Teacher. Any exclusions will be dealt with in accordance with the Exclusion Policy.

The positive approach introduced in the Pre Prep Department is built upon. The Reddiford Way and the ideal of respecting others and engendering self-esteem in all pupils is continued. All staff, including teaching assistants and lunchtime supervisors are responsible for promoting an ethos of mutual respect throughout the whole school.

In the Prep Department the teaching is primarily subject based and therefore consistency of approach among all those who teach the pupils is essential.

Rewards

Informal

- Verbal praise
- Acknowledge good behaviour in form time and PSHE where appropriate
- Weekly 'Pupil of the Week'
- Positive marking

Formal

- Housepoints are given as a reward for academic achievement, effort and good citizenship. See the section on housepoints.

- At a weekly whole school assembly there is an opportunity to read out the names of the housepoint milestone achievers (bronze, silver & gold). Certificates are presented and their success celebrated.
- Certificates for good work and behaviour can be awarded by subject teachers and celebrated in assembly.
- One or two pupils can be sent to the Head Teacher by Form Teachers for recognition of outstanding work, effort or behaviour - Head's Honours.
- Postcard sent home.
- Prizes to be awarded annually at Speech Day for attainment, effort or progress in work or behaviour.
- Good Citizen cups to be awarded to each year group for exemplary behaviour throughout the year.

Sanctions for All Departments

Teachers and all staff should always endeavour to create positive working relationships with their pupils. A proactive approach from the staff is required for pupils who display poor behaviour. Counselling and strategies tailored to the individual's needs underpin a good working relationship, and such interventions will initially be of an informal nature where a member of staff will encourage, persuade, support and reward a pupil for modifying his/her behaviour. If appropriate the School Counsellor, Mrs Anderson will be consulted for advice or assistance.

Pupils who exhibit inappropriate behaviour are made aware that there is a hierarchy of sanctions, and that continued poor behaviour will lead to further interventions. The children are asked to take responsibility for their actions and understand that these have consequences. In the Prep and Pre Prep Departments letters of apology are often used as a way of reinforcing this.

There are five stages in the process:

Stage 1

- Verbal reprimand and explanation
- Warning of action to be taken if poor behaviour continues
- Refer to The Reddiford Way/Code of Conduct
- Loss of house points
- Temporary removal of child from disruptive situation
- Short periods of time staying in at playtime
- Removal of Golden Time (EYD and Pre Prep)

The Class Teacher/subject specialist must endeavour to explain the reasons for the reprimand with reference to The Reddiford Way and support the child in not repeating the inappropriate behaviour. Parents should only be informed if the member of staff feels that it is appropriate to do so but a comment will be placed in the Conduct Book.

Stage 2 – Persistent or more serious concerns

For stage 2 incidents - Parents will be informed by the completion of the Behavioural Incident Form and the parents will sign and return this to the appropriate member of staff.

- Removal of house point
- Lunchtime/playtime detention given as close to the incident as possible. Within this session suitable constructive action to be followed out such as writing a letter of apology.
- Removal of privileges

Stage 3

After the completion of three Behavioural Incident Forms the Head of Department will be asked to support the member of staff and enable the pupil to address any inappropriate behaviour.

- An action plan to be drawn up by the class teacher together with the Head of Department. Parents will be informed by the Head of the Department.
- Pupils put on report
- After school detention

Stage 4

- When all of the above have failed or the incident is deemed very serious, the Head of Department will refer the pupil to the Deputy Head.
- Warning of possible fixed term exclusion will be given to pupil and parents (see Exclusion Policy).

Stage 5

See Exclusion Policy.

Silent working rooms

Silent Work Rooms (SWRs) are utilised for those children that would benefit from working silently on their own or those that are being disruptive and need to be removed from the lesson.

Children are fully supervised by a teacher and provided with appropriate work. If a child is sent to the SWR they are given a completed slip by the teacher/member of staff and told to take it home and give to their parents/guardians.

Parents will be asked to have a meeting with their child's class teacher if they are sent to the SWR three times in a term.

Monitoring and Evaluating the Behaviour Policy

The monitoring and evaluating of the Behaviour Policy is the responsibility of all members of the school community. A high standard of behaviour can only be achieved in the school community if all members adhere to and deliver the agreed strategies discussed above. Training will be provided to all members of staff if considered appropriate.

Early Years Behaviour/Incident Form

Use this form to record any behaviours/incidents that may be considered to be unacceptable, aggressive/bullying, cause for concern, including anti-social behaviour such as spitting or scratching

Name of Child.....Form.....

Where Behaviour/Incident took place

Date and Time

Was the behaviour aimed at another person (child or adult)

If so, whom

In line with current GDPR legislation, Reddiford School collects relevant and proportionate data, which is used for educational, business and marketing purposes. Data is stored appropriately and confidentially. Data is kept for a reasonable length of time and destroyed in line with our Retention Policy. The school is committed to data protection compliance and good housekeeping. Data is not sold on to any other company and used solely for the purpose of which it is intended. Data is only obtained/stored and kept for essential educational, business and regulatory purposes.

How was the behaviour/incident dealt with eg explanation of unacceptable behaviour/warning/age appropriate time-out

.....
.....
.....
.....

What was the child's reaction to this eg behaviour stopped, apology given, resistant to discipline

.....
.....
.....
.....

Comment on child's usual/previous behaviour eg others recorded, out of character

.....
.....
.....
.....

Any other action to be taken eg parents informed if time out given

.....
.....
.....

Signed_____

Date_____

Signed by Head of Department_____

Copies to:

- Child's file
- Head of Lower School
- Head Teacher

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Behaviour/Incident Form
Stage 2 - Stage 3 (please circle)

Dear Parent/Guardian,

Child's name Class

Your child was involved in an incident of unacceptable behaviour today.
Details are given below.

Staff member completing this form:..... Date:.....

.....

Please return this form to the staff member it was completed by

Behaviour/Incident Form

I/We acknowledge receipt of this form dated.....and have discussed the
behaviour /incident with my/our child.

Parent/Guardian signature

Date

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Behaviour Form Actions Taken and Follow up - Prep/Pre Prep (Stage 2)

Tick the relevant box or fill in the box below with details. Give the white copy to Head of Department and keep the other copy for your own reference.

Name of child.....

Form

Date

- ☐ Regularly arriving late in the morning
- ☐ Homework not handed in regularly
- ☐ Disturbing others in lessons
- ☐ Interrupting the teacher in lessons
- ☐ Defiant behaviour e.g. answering back
- ☐ General antisocial behaviour
- ☐ Bullying (targeted, persistent & sustained)
- ☐ Violent behaviour – every instance should be recorded
- ☐ Racial abuse
- ☐ Other

Additional information:

Action:

Follow Up:

Member of staff completing form:

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All policies are available on request

Behaviour Action Plan – Prep/Pre Prep (Stage 3)

Name:

Date:

Form:

Behaviour Objectives:

Strategies:

Implemented by:

Follow up:

Member of staff completing form:

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RACIAL INCIDENT

NAME OF CHILD:

DATE:

NAME OF CONFIDANT:

Nature of incident:	
Who was involved:	
Where/when?	
Who witnessed it?	
Back up documentation:	
Action taken:	
Signatures	Signed Signature of Head

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APPENDIX 1

**POLICY FOR EXCLUSION
(SUSPENSIONS)**

Policy and Procedure for Exclusion

It will be clear from the aims cited in the Behaviour Policy that it is hoped and expected that exclusion, would be deemed a serious disciplinary measure taken only in exceptional circumstances.

The Behaviour Policy sets out clearly what is expected of pupils at Reddiford School in terms of behaviour and good manners and the disciplinary procedures to be followed if a pupil fails to meet these expectations. The intention of the Behaviour Policy is to codify responses to incidents of poor behaviour and to establish as precisely as possible the level at which such incidents are to be treated. It allows, in particular, for the formal involvement of parents at the stage where a pupil's misbehaviour goes beyond what may be dealt with exclusively through internal measures. Communication with parents is at the heart of Reddiford's approach to discipline. For this reason, the Behaviour Policy is made available to all parents of pupils.

The Behaviour Policy refers to the possibility of exclusion as a response to poor behaviour on the part of a pupil. The Head Teacher may, at her discretion decide that permanent exclusion is required immediately. However, where this is not the case, the present document aims to clarify and to establish the process which will be followed if temporary exclusion is decided upon.

First exclusion

The Head Teacher, in consultation with other colleagues (likely to include the pupil's form teacher, the appropriate Head of Department, the Deputy Head and, if appropriate, the School Counsellor), takes the decision to exclude the pupil. A first, exclusion will be for no longer than two working days unless, in the opinion of the Head Teacher, a longer period is warranted. The parents of the pupil will be informed of the Head Teacher's decision by telephone and asked to come and collect their child at the earliest possible moment. The child will be supervised whilst they await collection. It is expected that there have been previous discussions with the child's parents. Usually a meeting will be held with the parents and relevant members of staff. This may be the Head of Department, Deputy/Head Teacher or another Senior Teacher

It may be necessary to send a formal letter to the parents explaining the exclusion and indicating the time at which the child will be allowed to return to school or this may have been established at a meeting with the parents.

On the pupil's return to school a period of rehabilitation may be required and this will be discussed with the parents, if necessary at another meeting.

Second exclusion

The Head Teacher, in consultation with other colleagues, takes the decision to exclude the pupil.

A second exclusion will be between three and five working days. The parents of the pupil will be informed of the decision by telephone and asked to come and collect their child at the earliest possible moment. The child will be supervised whilst they await collection. Once again it is expected that there have been previous discussions with the parents regarding the monitoring of the child's behaviour. Therefore, to clarify the position, a formal letter may be sent to the parents, by the Head Teacher, explaining the exclusion and indicating the time at which the child will be allowed to return to school or this may have been established at a meeting with the parents.

On the pupil's return to school a period of rehabilitation may be required and this will be discussed with the parents. At this meeting the parents will be made aware of the seriousness of their child's position, as well as the action taken in an effort to remedy the situation. The Head Teacher will allow the pupil back to school on the condition that it is understood and agreed by the parents that this is a final chance.

Final exclusion

The Head Teacher, in consultation with other colleagues, takes the decision to exclude the pupil. This decision will only be taken if the measures referred to above have been followed. This exclusion will be permanent. The parents of the pupil will be informed of the decision by telephone and asked to come and collect their child at the earliest possible moment. The child will be supervised whilst they await collection. A letter, from the Head Teacher will be given to parents explaining the reasons for this exclusion. There may be an offer of academic support for a limited period of time, not exceeding half a term, and an offer of help in finding an alternative school for their child, if appropriate. The pupil's Form Teacher will undertake to see that schoolwork is set and sent to the pupil pending a decision as to their future. A copy of the Head Teacher's letter will be sent to the Chairman of Governors.

Right to appeal

Parents have the right to make an appeal against a **final** exclusion. See Parent Contract.

Other Exclusions

For the very young children it may be necessary to deviate from the prescriptiveness of the Exclusion Policy. If considered appropriate, the Exclusion may need to be shorter and immediate taking into consideration the cognitive development stage of the child.

It may be deemed necessary to exclude a pupil from a school trip or event for health and safety reasons. The pupil will be informed of the reasons for this and understanding sought as to the expected future behaviour. Parents will also be informed of the reasons for this trip/event exclusion. If this is the case the pupil will be educated in school and appropriate work will be set and the pupil supervised.

APPENDIX 2

POSITIVE HANDLING PROCEDURE

TO BE USED IN CONJUNCTION WITH

REDDIFORD'S BEHAVIOUR POLICY

AND

'THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS DOCUMENT' DfE

Introduction:

At Reddiford School our aim is to ensure the safety of every member of the school community. Positive handling (or physical intervention) will only ever be used as a last resort, when all other strategies have been exhausted. It should not be seen in isolation from our behaviour policy.

DfE guidance '*The use of force to control or restrain pupil*' states that:

'The use of physical force by teachers should be rare. Behaviour management policies should be designed to ensure that early and preventative intervention is the norm, so reducing the incidence of extreme behaviour requiring the use of physical force. This said, the Department accepts that there will be times when staff have no option but to use reasonable force....

Legal Considerations:

All adults working with children have a 'duty of care' towards them. Failure to take reasonable care to protect children from harm could open the individual to charges of negligence. However, physical intervention could lead to allegations of inappropriate or excessive use of force.

Reasonable force:

There is no legal definition of 'reasonable force'. At Reddiford School we consider the following actions as 'reasonable' in appropriate circumstances:

- Physically interposing between two pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm – avoid the wrist
- Leading a pupil by placing a hand in the centre of the back
- Pushing – to resist a pupil's movement, not a forceful push that might cause the pupil to fall over
- Pulling by the shoulders
- Holding – to prevent escalation, but staff should take care that their actions are not interpreted as aggression.

Force must always be the minimum to achieve the desired result and never be such as would be expected to cause injury.

Unacceptable force:

- Holding a pupil around the neck or in any way that might restrict breathing
- Slapping, punching or kicking
- Twisting or forcing a limb against a joint
- Tripping a pupil
- Holding a pupil by the hair or ear
- Holding a pupil face down on the ground

Types of incidents where physical intervention could be acceptable:

- Imminent risk of injury to the pupil, another child or adult
- Developing risk of injury or significant damage to property
- Pupil is behaving in a way that is compromising good order and discipline (if this affects their own safety or that of others)

eg:

- one pupil attacks another or a member of staff
- pupils fighting
- a pupil causing, or likely to cause, injury by rough play or misuse of dangerous objects
- a pupil running in a corridor or on a stairway
- a pupil causing distress to surrounding pupils (most relevant in the early Years Dept)

Procedure:

- Call out loudly telling the child to stop.
- Try to ensure that another adult is present as a witness, if not, send a nearby child for help, with the message that it is an emergency. Only in an extreme emergency intervene without another adult present.
- If they do not stop immediately, intervene physically, with the minimum force necessary.
- Talk to the child calmly explaining that they are not being punished, your action is for their (or someone else's) safety and will stop as soon as it is not necessary.
- Don't give the impression that you are angry or have lost your temper.
- Try and move them away from any audience, or move the audience.

If you feel you are in danger do not intervene. Remove other children from danger, if possible.

Situations where physical intervention is not appropriate

1. A child refuses to leave their parents at the beginning of the day

- Do not physically remove the child from their parent, even if they ask you to do so
- Ask the parent to take the child a less public area where the situation can be dealt with calmly, without an audience
- If they cannot or will not do this, send for the Head of Department.

Parents who frequently have this problem with their children are to be informed of these arrangements.

Refer to Early Years Settling in Policy.

2. A child refuses to come back into school at the end of break or lunchtime

- Do not argue with them
- Remove the audience by sending the rest of the children back into school as normal
- Leave the child outside, but arrange for someone to observe them from inside – eg from a window/door
- Send for the Head of Department.

3. Child is told to leave the classroom and refuses to do so
 - Tell them that if they don't leave the room the Head will be sent for
 - Send for the Head of Department.
4. A child is behaving in a way to endanger other children in the room
 - (If it is possible to send the other children out of the room, force does not need to be used)
 - Call out loudly and clearly telling them to stop
 - If they do not stop, send a child to get help from the Head of Department
 - Send the other children out of the room

In all cases where 'force' is used:

- The head or deputy must be informed immediately
- The staff involved, and any witnesses, must record what led up to the intervention and details of the intervention
- An Incident sheet must be completed and signed by the Head
- The child must be calmed. It is not appropriate to discuss the situation with an angry and upset child
- Support must be provided for the adult/s involved
- The parents should be informed and asked to come into school. After discussion, they should sign to say they have read the incident sheet, etc.

Follow up discussion with the child

Discussion with the child *after they have calmed down* is vital.

(This could be several days later if the incident resulted in an exclusion)

- They might not remember what happened so will need to be told
- Asking them to accept blame, apologise, etc. does not always achieve anything
- Alternative ways for the child to deal with the situation need to be discussed.
- The child needs to be told, 'Next time that happens I want you to' so that they are learning strategies
- The parents need to be informed what the child has been told to do

REDDIFORD SCHOOL

PHYSICAL INTERVENTION INCIDENT SHEET

Name of pupil/s

Class

Date and time of incident:

Place:

Staff involved:

Staff witnesses:

Child witnesses:

1. RECORD OF INCIDENT

Reason why reasonable force was thought to be necessary:

Was the pupil/pupils concerned liable to injury? Yes/No

Were other pupils liable to injury? Yes/No

Were staff liable to injury? Yes/No

Was property already damaged? Yes/No

Was good order prejudiced? Yes/No

Other reasons:

1.1. Give concise details of how the incident began, nature of pupil behaviour and the use of techniques other than physical control to defuse the situation and avoid harm to pupils.

1.2. Description of physical intervention/control/restraint used, including the degree of force used, how that was applied and for how long.

1.3. Record of any injuries to pupils/staff including how they happened and when they happened (if known). Please attach a body map.

1.4. Record of any damage to property, including how it happened and when.

1.5. Measures taken to ensure that the pupil was calmed after the incident.

Signature:

Time:

Date:

Signature of parent:

Time

Date:

2. **ACTION TAKEN BY HEAD TEACHER/DEPUTY HEAD TEACHER**

Name:

Incident form completed Yes/No

Signed by Head/Deputy Yes/No

Parents informed Yes/No

Incident discussed with pupil Yes/No

Time: Date:

Details of any action taken

(e.g. follow up from other professionals- doctors, Police etc)

Governors informed Yes/No

In line with current GDPR legislation, Reddiford School collects relevant and proportionate data, which is used for educational, business and marketing purposes. Data is stored appropriately and confidentially. Data is kept for a reasonable length of time and destroyed in line with our Retention Policy. The school is committed to data protection compliance and good housekeeping. Data is not sold on to any other company and used solely for the purpose of which it is intended. Data is only obtained/stored and kept for essential educational, business and regulatory purposes.

PUPIL REFLECTION SHEET

Name:

Date:

What I did

What made this happen?

If this happens again I should.....

What consequences I can expect if I behave like that again

PUPIL REFLECTION SHEET

Name..... Class..... Date.....

1. Write three positive words which describe your personality.

2. Write three negative words which describe your personality.

3. How would other people describe you?

4. Which characteristics describe a good friend?

5. Do pupils in your class work / play collaboratively? Give an example.

6. When a problem occurs are you the –

- a. instigator
- b. manipulator
- c. appeaser
- d. innocent bystander
- e. victim

Circle the word that describes your behaviour most of the time. Put a tick beside the words that describe your behaviour occasionally.

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7. What steps could you take to help resolve a problem?

8. What are the consequences of poor behaviour?

9. Who could you ask for help / advice?

10. What will you now do if a problem occurs?
