Gateway Federation
Gorsley Goffs and Lea Church of England Primary Schools and Gateway Lodge Nursery

Behaviour Policy

Written by:	SLT
Ratified by Governors (Date)	Approved by Governors on 13th October 2026
Date	October 2026
Date for Review	October 2028

This Behaviour Policy has, wherever reasonably possible, been cross referenced to the document '*Behaviour in Schools – Advice for headteachers and school staff*', February 2024.

This includes guidance that a behaviour policy should include detail on the following:

Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential

Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees

School systems and social norms – including rules, routines, and consequence systems;

Staff induction, development and support – including regular training for staff on behaviour;

Pupil transition – including induction and re-induction into behaviour systems, rules, and routines;

Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;

Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse;

Banned items – a list of items which are banned by the school and for which a search can be made.

Mobile phones – a clear approach prohibiting the use of mobile phones in school throughout the school day

Behaviour Policy Principles

The Gateway Federation are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Our school visions and values underpin our approach to everything we do:

- Vision - *'Everyone Counts'* - Lea Church of England

  Our Christian Values are:

  - Compassion
  - Courage
  - Hope and Aspiration
  - Respect and Dignity
  - Service

- Vision - *'Flourishing Together'* - Gorsley Goffs

  Our school values are

  - Friendship
  - Trust and Thankfulness
  - Respect
  - Perseverance
  - Compassion
  - Courage

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As members of our community, we adhere to the behaviour values of being: '*Ready, Respectful, and Safe*.'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- To create a positive and inclusive learning environment that reflects our school values and principles.
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'poor/wrong choices' or 'making good choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Model and promote our school values and principles through their own behaviour
- Take time to welcome students at the start of the day
- Never walk past or ignore students who are failing to meet expectations (when appropriate to the needs of the child)
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

The Executive Head, Head of School and Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise e.g. phone calls/ certificates/stickers/beads/marbles in jar
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Pupils must

- Respect and adhere to the behaviour policy and values within the school community.
- Treat others with kindness, respect, and fairness.
- Report any concerns or instances of inappropriate behaviour to a member of staff.

Parents must

- Support and reinforce the behaviour policy and values at home.
- Encourage positive behaviour and respectful attitudes in their children.
- Collaborate with the school to address any behavioural concerns.

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students

- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

The Gateway Federation principles: Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When The Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	**Visible Consistencies**	**Over & Above Recognition**
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Lining up quietly 3. Walking quietly and sensibly	1. Recognition boards 2. House points 3. Champion Certificates 4. Home contact (phone, email, face to face, etc) 5. HT/SLT praise 6. Class Reward 7. Stickers or certificates

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Lining up quietly Walking quietly and sensibly	Consistent Language Thinking Time, Quiet Time (opportunities to have a moment to calm/regulate)

Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message

1. **REMINDER:**

I noticed you chose to …… (noticed behaviour)
This is a REMINDER that we need to Be (Ready, Respectful, Safe)
You now have the chance to make a better choice
Thank you for listening
Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. **WARNING:**

I noticed you chose to …… (noticed behaviour)
This is the second time I have spoken to you.
You need to speak to me for two minutes after the lesson.
If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat ……. (learner's name),
Do you remember when ……. (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation
Example - Use of a 'Yellow' card for subtle reminders could be used.
Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready.
You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. CALMING TIME:

I noticed you chose to …… (noticed behaviour)
Class: You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT classroom 4. Staff take to HT's office
Playground: You need to: 1. Stand by other staff member 2. Sit on the picnic bench
3. Staff take to HT's office
I will come and speak to you in two minutes
Example - Use of a 'Red' card for subtle reminders could be used.
Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful.
You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' **Thinking time/quiet time that counts.**
DO NOT describe child's behaviour to other adult in front of the child

4. FOLLOW UP, REPAIR AND RESTORE – Once child is calm and fully regulated

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

***Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.**

Adult Strategies to Develop Excellent Behaviour

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Consequences/Sanctions

Consequences *should*

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Consequences need to be in proportion to the offence
It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Consequences may include:

- A calm and measured verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Detention – the law allows teacher to have the authority to issue detentions. These includes same day detentions e.g. remaining under teacher supervision when their peers have been allowed to go out to break.
- School based community service, such as tidying a classroom
- Regular reporting including early morning reporting
- Fixed term suspensions
- In the most serious of circumstances, permanent exclusion

Language around Behaviour

At **The Gateway Federation**, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

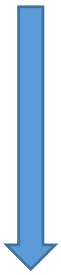
Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.
Use of language such as '*Struggling to manage his feelings or having Big Feelings*'

BEHAVIOUR PATHWAY



Reminder
Warning
Thinking/Quiet Time
Follow up/Restorative Conversation
Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:



1. Teacher speaks to parents
2. Sent to HT / H of S
3. Parents phoned
4. Parents called to school for a meeting
5. Completing learning in another space e.g. other classroom
6. Fixed term suspension
7. Permanent Exclusion

Staff Intervention:

Staff will generally intervene and provide support at the time of the behaviour incident, however if incidents are reported some time after they have happened, staff will follow up as soon as practically possible.

Staff know that when there has been an incident they should:

- Ensure no one is at immediate risk of harm (ensure all safe)
- Calm a situation a quickly as possibly where necessary.
- A call for a colleague to support may be required
- Remind those involved of our policy 'Be Ready Be Respectful and Be Safe' and talk briefly about which one we are not adhering to.
- Children who have been involved will be spoken to, either by that member of staff, their class teacher or sometimes SLT, in order to obtain the full picture of events.
- Witnesses (children or staff) may also be spoken with.
- Behaviours will be reported to their class teachers.

Positive Handling

Reasonable force / *Physical Intervention* / Positive Handling

The school understands that there are times when members of staff must provide physical intervention if a child presents danger to themselves or others.

All staff have the legal power to use reasonable force. In these instances, staff must always explain the reasons for their actions to the pupil and why it was necessary. If possible, Team Teach trained staff should intervene in the first instance.

Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the child remains safe.

Staff are trained to use 'Caring C' guides and holds. This may also include guiding children to a seating position such as on a chair or a bean bag. Staff communicate to one another in a calm and controlled manner to ensure that adults are supporting children in the best way possible under the circumstances.

Phrases such as '***help available…more help available…what would you suggest****?*' are used between staff.

Reasonable force may be required in order to control or restrain a pupil in extreme circumstances, such as needing to guide a pupil to safety.

At all times, members of staff must ensure they use reasonable force in such a way as to avoid any injury to the pupil, but the school recognises that in some extreme cases, such as immediate intervention to prevent worse physical injury, this may not be possible. Where Team Teach holds are used this must be recorded, parents and the Safeguarding Lead informed. This will be monitored with the Safeguarding Governor regularly.

- The school is able to use reasonable force to:
  - remove disruptive children from the classroom when 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;

- restrain a pupil at risk of harming themselves through physical outbursts. (Use of Reasonable Force in Schools, DfE, 2013, p.5)

Schools cannot use force as a punishment – this is always unlawful.

Children should not be pulled by the arm under any circumstances.

If a child requires the use of physical intervention to guide, steer or prevent harm we will follow the guidance from the Department for Education (Use of Reasonable Force – advice for Headteachers, Staff and Governors).

Before using any physical intervention, staff will use the de-escalation techniques explained in the school's Behaviour Policy. Any use of physical intervention must be recorded on MyConcern and a 'Serious Incident Report' attached to the report. Parents will be informed by either the class teacher or a member of the Leadership Team if physical intervention was used.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children may have bespoke 'Positive Management Plan' that can be found in Appendix A or a 'Risk Reduction Plan' Appendix F, or 'Individual Support Plan' Appendix G, whichever is most appropriate for the child.

When dealing with an episode of extreme behaviour, staff may provide physical intervention if a child presents danger to themselves or others.

We have several 'Team Teach' staff in both schools.

The school will record all serious behaviour incidents on MyConcern and any restraints using a Manual Handling / Serious Incident Report (SIR form). This can be found in Appendix C.

Suspension or Exclusions will occur following extreme incidents at the discretion of the Executive Head Teacher / Head of School. A fixed-term suspension will be enforced under these conditions.

Following a suspension

- Staff may need an opportunity to debrief after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Child on Child Abuse – cross linked to our Safeguarding and Child Protection Policy and KCSIE

The Gateway Federation are aware that children can abuse other children (often referred to as Child on Child abuse). It can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports.

The school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. Down playing certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children. Subsequently this can normalise abuse, leading children to accept that this is normal and minimises the chances of children reporting abuse.

Child on Child abuse can take many different forms such as:

- cyber-bullying
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse, hitting, kicking, shaking, biting, hair pulling ((this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as youth Produced Sexual Imagery)
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- sexual assault, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- sexual violence or harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- upskirting (up skirting is an illegal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)
- sexually harmful or problematic behaviour
- gang initiation or hazing type violence
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The Gateway Federation understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding Child on Child abuse they should speak to their designated safeguarding lead (or deputy).

Staff should be clear as to the school/colleges policy and procedures with regards to Child on Child abuse and the role they have to play in preventing it. (School/setting) identify the indicators of Child on Child abuse and respond where they believe a child may be at risk from it.

The Gateway Federation will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

The Gateway Federation understand the referral pathways in response to sexual harassment and sexual violence as identified in Part 5 of KSCIE.

The school will respond to reports of sexual violence and sexual harassment on a case-by-case basis considering the Right Help Right Time document, whether a criminal offence may have been considered and whether a report to the Multi Agency Safeguarding Hub or the police is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

The Gateway Federation understands serious violence and what may signal that children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs.

The Gateway Federation understand contextual safeguarding where we look at the wider picture and will make a referral in the first instance if apparent.

The Gateway Federation will have sight of "Part 5 – Child on child sexual violence and sexual harassment" in KSCIE and understand how to report and respond to allegations of sexual violence or sexual harassment.

Response

The Gateway Federation will use the behaviour pathway and systems and procedures in this document to respond to any child on child abuse incidents. Relevant agencies such as MASH and Police will be informed and consulted where appropriate.

All staff should report incidents directly to SLT and they should be recorded on MyConcern.

Physical Attacks on Adults

At The Gateway Federation , we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child. Other staff may support.

All staff should report incidents directly to SLT and they should be recorded on MyConcern. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Suspension or Exclusion may be an outcome as appropriate.

Permanent Exclusion or Out Of School Transfer

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies, and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. Pupils with SEND will have careful consideration as to their additional needs and the nature of the incident linked to their needs. In all instances, what is best for the child will be at the heart of all our decisions.

Record Keeping

Where a member of the SLT has been involved or where there is an ongoing pattern that staff have been asked to monitor this should be recorded as a 'New Concern' on MyConcern, this provides consistency across the Federation.

Where behaviour is identified as racism, homophobia, all types of bullying or possible bullying and physical aggression these will also be added to MyConcern as a 'New Concern'.

'New Concerns' can be included in reports on MyConcern. These reports should be run at least once per term to help identify patterns.

Staff Communication, development and support:

- Behaviour policy refers to 'Be Ready, Be Respectful, Be Safe'. All staff are remined of this at the beginning of the year when we go through the behaviour policy. This language is used with children when talking about their behaviour e.g. is what you are doing safe?
- Staff meeting reminders are provided at both schools on a regular basis
- Annual INSET training includes updates on this policy, behaviour strategies and procedures.
- Where weekly briefings are sent to staff, they include regular reminders about how we support behaivour and what is unacceptable e.g. physical aggression, being unkind to others, using unacceptable language (swearing),
- School values are regularly discussed in staff meetings
- MDS at Gorsley are kept updated verbally and through weekly briefings about how we support behaviour. MDS at Lea are TAs and SLT.

Banned items

The school may search your child if they think your child has any banned items.

The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm.

Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Informing parents

Parents should always be told about any search for a banned item and the outcome - including any sanctions.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Mobile Phones / Smart Devices

- No mobile phones are to be brought on to school premises by pupils.
- Where pupils have brought phones on site they will be kept secure by staff and handed back to parents at the end of the day.
- Schools reserve the right to search pupils bags should they suspect a phone has been brought into school.
- Staff have signed an acceptable user agreement which includes; only using phones in secure areas where pupils are not around e.g. office, staff room, after pupils have left.
- Visitors are required to not use their phones whilst on school premises, except for a secure area e.g. office, staff room.
- Parents are asked to not use phones during school led events. Reminders are given about use of social media when taking photos of performances etc.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Appendix A

POSITIVE MANAGEMENT PLAN

Child's Name: .....
Date of Plan: ..... Review Date of Plan: .....
What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			

Removing audience			
Supportive touch			
Success reminded			
Listening			
Others			

Diversions and distractions

Any medical conditions to be taken into account before using Physical interventions?

Preferred method Physical intervention?

Intermediate	**Try**	**Avoid**	**Notes**
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

How should we record incidents and who should we inform?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Please fill in a SERIOUS INCIDENT REPORT.

Child: **School:** **Parent/Carer:**

	Name	**Date informed / notes**
Teacher:		
Parent/Carer:		
Student:		
Educational Psychologist:		
Social Service (if applicable):		
Headteacher:		

Appendix B

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

- **Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.
- Staff should use their professional judgement of each situation to make a decision to physically intervene or not.
- Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
    - who disrupts a school event, trip or visit
    - leaving the classroom where this would risk their safety or disrupt others
    - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents in a behaviour log and any restraints using a Serious Incident Report (SIR form). This can be found in Appendix C.

Appendix C

This form is suggested by Herefordshire Behaviour Team (2021) SERIOUS INCIDENT RECORD

Name of young person:	**Name of person writing report:**
Date & time of incident:	**Location of incident:**
Name(s) of staff involved: **Mrs Vines**	**Name (s) of witnesses:**
Incident book completed: NA Yes No	
Reason for intervention: • **Injury to a person** • **Damage to property** • **Criminal offence** • **Serious disruption** • **Absconding**	**External agencies informed** • **Medical staff** • **Parent/carer** • **Social worker** • **Police** • **other**
Describe events leading up to the incident:	

✓ **Behaviours that occurred:**		
Verbal abuse	**Slapping**	**Punching**
Biting	**Pinching**	**Spitting**
Kicking	**Hair grab**	**Neck grab**
Clothing grab	**Body holds**	**Arm grab**
Weapons/missiles	**Head butting**	**Self mutilation**
Pushing	**Disruption**	**Damage to property**

Who was at risk?
Describe any changes made to routines, staff or environment in an attempt to reduce the risk:

✓ **Diversions, Distractions & De-escalation strategies attempted:**	
Verbal advice	**Limited choice**
Clear directions	**Distraction**
Negations	**Planned ignoring**
Take up time	**Consequences**

Time out	**Humour**
Change of staff	**Success reminders**

✓ Physical interventions used & duration of restraint:		
Help hug	**Small child to bean bags**	**Other:**
Cradle hug	**One person escort**	
Small child hold (move in)	**Two person escort**	

Why was this action in the best interest of the student?

Medical intervention	
Injury to child:	**Action taken:**
Injury to staff:	**Action taken:**
Injury to others:	**Action taken:**

✓ Action following the event:
Person responsible for safeguarding has checked this record:
Parent/carer informed by phone:
Parent/carer informed by letter:
Risk assessment to be carried out:
Positive Handling Plan to be completed:
Procedural change:
Student support:
Staff support:
Relationship repair:
Disciplinary action:
Has any complaint been lodged: YES NO (details not to be recorded here)

Signed by:	**Role:**

PLEASE NOTE: If a copy of this document is to be shared with parents, names of pupils involved should be removed and the names of members of staff should only be included with their consent.

Appendix D

SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
    - knives or weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers
    - Fireworks
    - pornographic images
    - any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.
This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?
Any teacher who works at the school, and any other person who has the authority of the headteacher.

Under what circumstances?
You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched . There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not
conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation
School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
Such items should be handed in to a senior member of staff.

Screening
It is not the policy of the school to routinely screen pupils without identified cause.
Further advice for staff can be found at this link:
http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screeningsearching-and-confiscation

Appendix E

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all of circumstances the Executive Headteacher or Head of School will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.

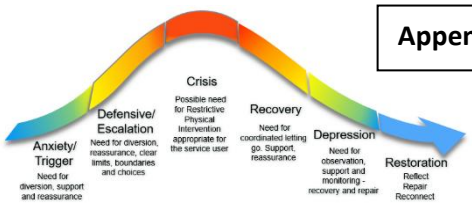
Individual risk reduction Plan

Pupil name: Date: Review: **APPENDIX F**

Known Triggers**: Not getting his own way. Transition times. Playtimes and interactions with his peers. When the low-le/vel behaviour is challenged. At times – tasks in the classroom if does not engage quickly and become hooked. Knowing will be leaving school for an appointment/not be in school the next day. Appears to self-sabotage.**	**Academic Expectations**: Complete tasks/learning first then reward time. Choices can be given for tasks but not choice of task or reward.

Stage	Behaviours exhibited	Helpful Strategies	Unhelpful strategies	Consequences/courses of action
1 - Anxious	**Disruptive Behaviours** Constant noises - Farmyard noises & beep bot noises to avoid work. Whistling Shouting out Talking back under breath	• Set a time on work with a reward at the end • Gently redirect to the activity set through praise or simplification if required (1-1 to help adapt). • Firm and consistent reminder when behaviour is not ready, respectful, safe. • Movements around the classroom to quiet corner or tray to be gently monitored and quiet encouragement back to the desk to be given by teachers – if won't return, move to limited choice approach to complete work then or at playtime.	Talking loudly at cihld Adult showing frustration	• Firm consistent reminder • Warning of removal of game etc • Time out
2 – Defensive Please indicate key adults and/or 'safe places' outside of class	**Defiant Behaviours** Distracting others and lack of engagement - Swinging round on chair calling other children names to distract them. Getting up and wandering around the classroom. **Oppositional behaviours** Deliberately doing the opposite to what is asked, refusing to do work. **Answering back** Rude / insolent to adults in school regardless of status / lies **Verbally abusive** to other children and adults **Refusing** to accept responsibility **Refusing** to listen to any instructions (when in a state of anxiousness/defiance)	• Quiet space in the classroom with magazines and 3-minute timer where can go and sit when feeling overwhelmed. • Limited choice approach – complete set task then or at playtime. 1-1 use Now and Next process (not visual) to demonstrate what will happen once work has been set is completed e.g. magazines, colouring in, spots achievement, paper-based games. • Once options given all adults to remain consistent and not undermine each other.	Shouting at / loud talk Entering into a conversation Adult showing frustration Don't allow options to be manipulated or changed to other options.	**Defiant/oppositional/answering back** • Calm warnings and chances ignored then missed time from breaktime **Persistent behaviours above** • Work in another space or class **Verbal abuse to peers and adults** • Work in another space or class
3- Crisis Please include physical interventions that have proven helpful/unhelpful (if absolutely necessary)	**Running away** to different areas within school grounds particularly at the end of playtimes or during activities outside. Fight / flight running around. Climbing walls, trees, hedge. **Physical aggression** Kicking or hitting other children and 1-1 TA **Verbal aggression** Threatening and carrying out to hurt adults	• If harming self, others or property, move to the library safe space using Team Teach guiding strategies – ensure de-escalation rather than escalate by using calming strategies e.g. limiting verbal engagement until calm. • Take time to reflect on incident through using social stories.	Shouting at child Talking to child Trying to move child if not unsafe or harming others. Adult being anything other than calm?	**Persistent verbal aggression** • 3 warnings given then removal of game etc, time out in another space **Physical aggression** • Warning to ring home • Parents informed • Fixed term suspension **Persistent disruptive behaviour** • Fixed term suspension
4 & 5 – Recovery & Depression	-becomes red in the face -cries -often says 'hates self'	• Offer to go to library to calm down • Encourage to come to you • Hold hands open to escort (comforting)	Trying to physically move child (will go on own) Talking about child's behaviour to other adults when child is present.	• Provide support • Inform parents • Any lessons learned by staff to inform future actions?
6 – Debrief: listen and learn	-needs to be heard first -needs to be spoken to calmly	• Restorative conversation about how things could happen differently another time. Allow all parties to have a chance to say how they feel and try to resolve issue between child and other children to move forward from incidents. • Class teacher to be made aware of any incidents that have occurred outside of the classroom. Headteacher also to be made aware **Crisis** behaviours. • Informing parents of any extreme incidents	An audience	

Appendix G



Individual Support Plan

Pupil:		Year Group:
Teacher:		Review Date:
SEN Info:		
Likes/Interests:		
My Baseline Behaviour Looks like:		
Stage	Behaviours: (what this looks like)	Strategies: (to manage behaviour)
1	**Anxiety/Triggers:**	
2	**Defensive/Escalation:**	
3	**Crisis:**	
4	**Recovery:**	
5	**Depression:**	
6	**Restoration:**	
No. of staff required: Preferred staff:		
Parents informed of plan on:		

SEMH Inclusion Service

Crisis
Possible need for Restrictive Physical Intervention appropriate for the service user
Defensive/ Escalation
Need for diversion, reassurance, clear limits, boundaries and choices
Recovery
Need for coordinated letting go. Support, reassurance
Anxiety/ Trigger
Need for diversion, support and reassurance
Depression
Need for observation, support and monitoring - recovery and repair
Restoration
Reflect
Repair
Reconnect

Individual Support Plan - EXAMPLE

Pupil:		Year Group:
Teacher:		Review Date:
SEN Info:		
Likes/Interests: Netflix, his dog Patch, has a younger baby sister who he is very fond of. He likes playing UNO at school and enjoys being outside/running around.		
My Baseline Behaviour Looks like: Calm, quiet, friendly and chatty, likes to have a laugh and a joke with adults and peers, he often feels a need to control.		
Stage	Behaviours: (what this looks like)	Strategies: (to manage behaviour)
1	**Anxiety/Triggers:** Being asked to take his hoody off, being asked to hand his phone in. Shouting. Others not following his instructions. (need to control)	Preferred adult to ask to remove coat and collect phone. Preferred adult to make requests to him in a friendly/light hearted manner. Ask about interests to distract him.
2	**Defensive/Escalation:** Head on desk, will go completely silent and nod, roll eyes. Will swear using hand gestures. When escalating further will swear verbally and make threats of violence.	Preferred adult to talk quietly to him. Offer time out- walk around school or run around outside. Ask about interests to distract.
3	**Crisis:** Will resort to violence very quickly. Will throw chairs and flip over tables. Will become very angry and aggressive with little warning.	Remove the rest of the class from the space. Preferred adults to talk to him but only 1 voice at a time- try to make eye contact. Avoid RPI unless someone is at risk of harm then use 2 person figure of 4 with backs against wall, additional staff members to anchor as he is strong.
4	**Recovery:** Will be quiet but often still angry and easily move back to stage 3.	Offer a quiet space with familiar adult, allow him to lie down or sit with dimmed lights.
5	**Depression:** Will reflect on behaviour but will blame others, often struggles to take responsibility but will take some.	Familiar adult only to discuss behaviour, this does need to be in a light=hearted way- he will reflect much better than if he feels he is being 'told off'
6	**Restoration:** Often wont apologise and does hold grudges so this needs to happen with caution.	Familiar adult to initiate a conversation with the two parties or to help him tidy up any mess made.
No. of staff required: Preferred staff:		
Parents informed of plan on:		
Plan shared with staff on:		

Individual Risk Assessment

Pupil:	Year Group:
Teacher:	Review Date:
SEN Info:	

Behaviour	When?	Who's at risk?	Likelihood	X	How often?	X	Potential Harm	X	Level of Risk	Action
e.g. bullying, violence, allegations, self-harm…	Time of day; potential triggers etc.	Who is most likely to be harmed and how?	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never		5=Daily 4=Weekly 3=monthly 2=Rarely 1=Never		(physical/ psychological) 4=Life threatening 3=Serious 2=Harm 1=No Harm		Calculation for risk- RAG rated.	What do you do to manage the risk? Change face/ environment, familiar adult etc.

1 – 8 Low risk (green) 9 – 27 Medium risk (Amber) 28 + High risk (red)

Individual Risk Assessment- EXAMPLE

Pupil:	Year Group:
Teacher:	Review Date:
SEN Info:	

Behaviour	When?	Who's at risk?	Likelihood	X	How often?	X	Potential Harm	X	Level of Risk	Action
e.g. bullying, violence, allegations, self-harm…	Time of day; potential triggers etc.	Who is most likely to be harmed and how?	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never		5=Daily 4=Weekly 3=monthly 2=Rarely 1=Never		(physical/ psychological) 4=Life threatening 3=Serious 2=Harm 1=No Harm		Calculation for risk- RAG rated.	What do you do to manage the risk? Change face/ environment, familiar adult etc.
Throwing chairs and damaging property.	Afternoons/ after play time.	Peers and staff	3		4		3		36	When unsettled remove others from class, follow ISP, only familiar adults to manage
Physical violence towards peers- fighting	During play time	Peers	3		3		3		27	RPI to be used to prevent harm, 4 staff members required. Try to pre-empt fall outs and de-escalate.
Swearing and verbal abuse.	First thing in the morning.	Staff and peers	2		5		2		20	Distract pupil or remove from situation to avoid escalation if peer retaliates.
Allegations against staff	At any time	Staff	2		2		3		12	Have two members of staff present where possible

1 – 8 Low risk (green) 9 – 27 Medium risk (Amber) 28 + High risk (red)