

## **BEHAVIOUR, ANTI-BULLYING and PHYSICAL INTERVENTION POLICY**

### **BEHAVIOUR**

At Landscape Primary School, we believe everyone must have high expectations, set good standards and apply rules firmly, fairly and consistently. Good behaviour is essential to the smooth running of our school and to the development of good learning behaviours. Everyone in our school community has positive contributions to make. Good behaviour must be worked at, it doesn't simply happen.

#### **Aims**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone, where achievements at all levels are valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To tackle bullying, including cyber bullying, by encouraging an environment where individuality is celebrated and individuals can develop without fear.

#### **Our Beliefs**

As a school, we want children to feel safe and happy so they can learn. This happens best when children:

- Treat each other with respect by being polite, kind and helpful
- Listen to all adults who work in our school and do as they ask
- Respect our school aims and embrace our learning values
- Keep the school tidy and look after everything in it
- Behave sensibly and move calmly in and around the school
- Listen to what others have to say without interrupting
- Value everyone's individuality
- Play safely in a way that does not hurt or upset anyone

#### **Parents as partners**

The importance of involving parents in this aspect of our school's life cannot be underestimated. Parents have a very important part to play in supporting their children by:

- Praising them and encouraging them at home
- Encouraging independence and self-discipline
- Fostering good relationships with the school
- Supporting the school in the implementation of this policy
- Being aware of the school's rules and expectations

#### **Rewards and Recognition**

1. Praise and recognition - using the theory around growth mindset, we verbally encourage the children for the effort they have made and the journey they have gone through with their learning rather than just praising the outcome. When we do praise children, we tell them specifically why and what it is for.
2. 'Going for Gold' - Children may be awarded **Green Cards** when adults feel they have put in a great deal of effort and achieved in an area of their own personal development. If a child receives 5 green cards within a week, they will earn a **Gold Card** and a gold certificate will be sent home on Friday.
3. Sending postcards home – linked to our learning values and behaviours
4. Certificates on Friday for effort, excellence or kindness.
5. Whole class rewards which build up over time for individual or class effort, excellence and kindness – this could be represented by marbles in a jar or moving an arrow up a number line – the class teacher can decide.

## Sanctions

1. **Reminder** - any inappropriate behaviour will be met with a request to stop and a brief explanation of why that request was made.
2. **Yellow Card** – A child will be given a yellow card when they have previously received a reminder about their behaviour. The yellow card is put in the child's card slot within the 'Going for Gold' system. A child can receive multiple yellow cards and if they receive 3 within a day, they will then receive a Red Card.
3. **Red Card** – If a child receives a third yellow card within one school day this will lead to a red card being put into the child's slot within the 'Going for Gold' system. Children may also receive an immediate red card for very serious incidents of negative behaviour. If a child receives a red card, they will be required to complete a 'Reflection Sheet' with a member of staff, during breaktime or lunchtime. They will then need to take this reflection sheet to a member of the Senior Leadership Team (SLT) to discuss the incident and ensure aspects of restorative justice have taken place in relation to the incident. Parents will be informed at the end of the school day if their child has received a red card either in person or through a phone call home.
4. **Frequent Red Cards** – parents are contacted and invited into school to talk through possible reasons why there may be issues with behaviour and what support and strategies can be used to prevent further incidents of negative behaviour.
5. **Report book** – these are used with highly specific (precise) achievable targets that the child and teacher can focus on for about two to three weeks or until poor behaviour is rectified. This is to break a negative cycle. After each session, the teacher gives the child a score out of three related to the specific target and will use the 'Going for Gold' system to support with rewards.

If the child is finding it a challenge to manage their behaviour at lunchtimes, then the **Lunchtime club** will also be considered. This will mean spending 20 minutes eating their lunch with a member of staff (maybe with a good role model with them), 20 minutes involved in

activities with other children in a supervised session and then they will have 20 minutes of their own time outside.

6. **Continuing Negative Behaviour** - if the report book is not working, the headteacher will be notified. The headteacher will then contact parents inviting them to a formal meeting to discuss their child's behaviour and the possibility of writing an Individual Behaviour Plan (IBP). This meeting will be with the headteacher, class teacher, parents and, if appropriate, the pupil. It might be appropriate at this stage to agree rewards/sanctions to be applied at home. Arrangements for this will be between the class teacher and parents. The child should already be on report but must now send the report to a member of the SLT at the end of each day.
7. **Fixed term exclusion considered-** If the further reward/sanctions and/or IBP are ineffective, then **fixed term exclusion and/or referral to the Educational Psychologist will be considered.**
8. **Fixed term exclusion** - If there is no improvement in behaviour, then a **fixed term exclusion will be made.** This is a serious step and one that will only be made if every effort has been made to support the child in changing their behaviour.
9. **Permanent exclusion** – Following a number of fixed term exclusions, if there is still no significant improvement and the behaviour continues to disrupt other pupils' learning or compromises safety, **then an application for a managed move or permanent exclusion will be made.**

### **Lunchtime Staffing**

MTAs will have the same expectations of the children's behaviour and manners at lunchtime as teachers would in class.

If at lunchtimes MTAs spot effort, excellence and kindness, they can award with a **green token**. This will mean a child adds a green card to their slot.

If an MTA has to give a second reminder or warning the child will need to stand outside the music room wall for 5 or 10 minutes 'time out'. If they refuse to, then the child's teacher will be called, and further consequences will be put in place i.e. yellow or red card

### **Exclusions**

Very occasionally it may be necessary to exclude a child, on a fixed term exclusion. The school follow the guidelines set down by Devon Local Authority. Within one day the headteacher must inform parents by letter that their child has been excluded, the type of exclusion and the reason for it.

Only when a very serious matter occurs will a recommendation be made to the Governing Body for the student's permanent exclusion.

### **Physical Intervention**

School staff have the power to use reasonable force to:

- prevent pupils committing an offence
- prevent pupils injuring themselves or others
- prevent pupils damaging property
- maintain good order and discipline in the classroom

When restraint is used by staff, this is recorded in writing and the parents of the pupil will be informed. Force is never used as a form of punishment.

**Appendix 1** contains Landscore's full Physical Intervention Policy

## BULLYING

At Landscore we believe it is the right of every child and member of the school community to feel safe. Everyone should be able to come to school and not be bullied. Bullying will not be tolerated and will always be addressed at Landscore. All members of the school community have a responsibility to contribute, in whatever way they can, to the protection and maintenance of a safe and happy environment.

Bullying can be defined as; Behaviour which repeatedly intended to hurt someone either physically or emotionally.

We teach children to take responsibility for their own actions, to respect one another and to look after each other. We believe that all children are equal and we will not tolerate bullying of any kind. Bullying can be defined in these categories:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### Prevention

Our whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.

- Celebrate success and achievements to promote and build a positive school ethos.

### **If bullying does occur, then the following steps may be taken when dealing with incidents**

#### **The School**

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Headteacher
- the Headteacher will interview all concerned and will record the incident
- teachers will be kept informed
- parents will be kept informed
- sanctions will be used as appropriate and in consultation with all parties concerned.
- A log will be kept by the school of all incidents on CPOMS
- School will regularly review bullying incidents and possible patterns of behaviour will be explored

#### **Pupils**

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who **have bullied** will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- official warnings to cease offending
- missing break and lunchtimes
- exclusion from certain areas of school premises
- internal exclusion (refer to internal exclusion guidance)
- fixed fixed-term exclusion
- permanent exclusion

We will work to change the bully's behaviour and improve the situation. This will mean staff, parents and children working together to put things right. Sanctions used for bullying are intended to hold pupils who bully to account for their behaviour, ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put things right. The bully will also be supported by our pastoral team to reflect on their behaviour and find ways to change it. Only when this approach doesn't work will we consider other options.

#### **Recording and Reporting**

All incidents of bullying are recorded on CPOMS and all situations are fully monitored and followed up regularly by the headteacher and deputy head. Often, incidents happen during lunchtimes and our meal time assistants communicate all issues to class teachers.

#### **Monitor and review**

The headteacher and deputy head will monitor all bullying incidents to see what can be learnt and whether changes need to be made to our policy. The headteacher will report incidents to the governing body.

# APPENDIX 1

## PHYSICAL INTERVENTION POLICY

### The Law

Section 93 of the Education and Inspections Act 2006 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 (10 years old), 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:

- i. any teacher who works at the school, and
- ii. any other person who, with the authority of the head teacher, has lawful control or charge of pupils for whom education is being provided at the school. This includes:
  - i. All support staff (TAs, administrative staff, MTAs)
  - ii. It can also, at the Headteacher's discretion, apply to volunteers and catering staff

### The Policy at Landscore

*This policy is based on the PIPS (Passive Intervention and Prevention Strategies) training. It covers the following five stages:*

- When we handle
- Practical guidance which can be applied before positive handling
- When it has been established that positive handling is necessary ...
- What happens after positive handling
- Written recording

### When we handle

Positive handling is when any member of staff has to hold or move a child who is potentially endangering him/herself or other people, causing major and sustained disruption to class activities or significant damage to resources. Decisions to employ positive handling should be taken in the best interests of the child. Any intervention must be reasonable and proportionate and minimum force must be used for the desired result. Such incidents will differ in nature and we expect all staff to assess potential risk before physically intervening. It is the responsibility of all staff to ensure the safety of **all** children.

### Practical Guidance which can be applied before positive handling

*Prior to the incident developing into a situation requiring handling, the adult should consider the following strategies/techniques:*

- Attune and Validate the emotional responses of the child.
- Attempt to communicate verbally or through other means e.g. Makaton (if appropriate)
- Ignore behaviour (if safe to do so)
- Humour
- Distraction
- Remind the child about expected behaviour and the consequences of their actions
- Self-Withdrawal suggested
- Class removed from the situation
- Reminder to child that continued inappropriate behaviour will lead to positive handling

### When it has been established that positive handling is necessary

*As a last resort, only handling strategies covered in the PIPS training should be applied. Staff are provided with PIPs training and this is regularly updated. Although it is preferable that anyone using 'reasonable force' has received PIPs training it is not a requirement and all staff must be guided by The Law and their duty of care. Staff leading a 'hold' should have received PIPS training and supporting members of staff should follow their guidance. If members of staff feel they require additional training or support, then they should inform The Headteacher and this will be provided.*

- In the event of only one adult being present in the classroom, ensure that a child has been sent to the office to request additional support. If there is no response from the office, send the child for another adult and inform the Headteacher or member of SLT. Teachers should be aware of the availability of relevant staff. Try to ensure there is an independent witness.
- If children are to be moved, it should be to the seats outside the Headteachers office, soft seating on the top floor or another safe and appropriate area if these areas are not an option.
- Children should not be moved upstairs or downstairs. If a child needs to be moved up or down stairs then time must be allowed for calming down due to the inherent risks of the stairs.
- It is an expectation that all adults will be available for help.

### What happens after positive handling

- Ensure appropriate time is taken with the child to calm down before returning to class.
- Check the emotional and physical well-being of the child's class and reassure.
- Check the emotional and physical well-being of the class teacher.
- Contact parents if individual children have been particularly affected by the incident.
- Follow up incident in order to minimise the risk of a repeated episode.
- Discuss incident with the Headteacher, Deputy Head or member of SLT in order to explore what could be done differently next time.
- Ensure contact is made with the child's parent/carer and brief them on the situation.
- Individual parents/volunteers/visitors spoken to and reassured that handling is done in accordance with training and policy.
- Positive Handling guidance shown to witnesses (parent volunteers, visitors etc) in order to de-brief them and reassure them that the school has good procedures in place for positive handling.
- If there have been multiple restraints, these need to be reviewed to identify patterns

### Written recording

- Complete "Recording Incidents Involving Positive Handling" form (Appendix 2). This should be completed electronically and emailed to all relevant staff. The form should also be printed and signed by all relevant people and given to the Headteacher. **This will need to be completed on the same day as the incident.** Forms should be stored electronically using CPOMS.
- Inform the parents in writing or verbally that physical intervention has taken place (Appendix 3).

Signed .....

Chair of FGB

Date: .....

Signed .....

Head Teacher

Date .....



# APPENDIX 2

## Recording Incidents Involving Positive Handling

<b>Child's Name:</b>	<b>Reported by:</b>	<b>Other adults involved:</b>
<b>Date:</b>	<b>Time:</b>	<b>Location:</b>
<b>What led up to the incident?</b>		
<b>What steps did you take to de-escalate</b>		
Warning <input type="checkbox"/> Reassurance <input type="checkbox"/> Choice <input type="checkbox"/> Ignoring behaviour <input type="checkbox"/> Distraction <input type="checkbox"/> Instruction <input type="checkbox"/> <input type="checkbox"/> Asked to stop <input type="checkbox"/> Humour <input type="checkbox"/> Withdrawal from situation <input type="checkbox"/>		
<b>Brief factual summary of the positive handling</b>		
<b>Reasons for intervention</b>		
Actual injury to self <input type="checkbox"/> Potential injury to staff/pupil <input type="checkbox"/> Actual injury to staff/pupil <input type="checkbox"/> Potential damage to property <input type="checkbox"/> Actual damage to property <input type="checkbox"/> Attempting to leave the site <input type="checkbox"/> Potential injury to self <input type="checkbox"/> Other (Please specify) <input type="checkbox"/>		
<b>Positive handling strategies used:</b>		
Lap over <input type="checkbox"/> Safe wrist hold <input type="checkbox"/> Safe double wrist hold <input type="checkbox"/> T-wrap <input type="checkbox"/> Sitting <input type="checkbox"/> Kneeling <input type="checkbox"/> Standing <input type="checkbox"/> Moving <input type="checkbox"/>		
Length of time the positive handling was required:		
Pupil debrief <input type="checkbox"/> Staff debrief <input type="checkbox"/> Parents advised <input type="checkbox"/>  Signed: Pupil (if appropriate) ..... Headteacher ..... Other Adults involved .....  Date: ..... Time .....		

## APPENDIX 3



Dear

I would like to inform you that \_\_\_\_\_ was involved in an incident today and needed physical intervention to manage the situation.

I would like to invite you into school to discuss the incident. This might include writing/ revising an IBP (Individual Behaviour Plan) in case further intervention is needed in the future.

Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,