

BROOK PRIMARY SCHOOL

Behaviour, Anti Bullying and Exclusion Policy

The positive behaviour of pupils is the most important factor in maintaining a happy school, a place where children want to be, where they feel secure and where they learn. Pupils behave well when they:

- Feel safe
- Their hard work and positive attitude to learning is appreciated,
- Are respected and are respectful of others,
- Have clear, consistent boundaries and routines,
- Understand what is expected of them
- Understand that staff work together with their parents
- Are supported to understand the behaviour choices that they make
- Understand that sanctions/rewards are in place for their behaviour choices

Aims of our Behaviour and Anti-Bullying Policy:

The aims of our Behaviour and Anti-Bullying Policy are:

- To promote the safety and happiness of all the children and staff in our school
- To promote good behaviour and self-discipline among all our children
- To ensure that all our children learn to take responsibility for and manage their own behaviour
- To promote equality and fairness among all
- To promote a sense of mutual respect among all members of our school community
- To promote co-operation and collaboration between home and school in managing behaviour
- To ensure consistency in the application of rewards, rules and sanctions
- To outline the structure of fair and agreed sanctions in response to negative behaviour

Our Brook School Values:

Our pupils strive to demonstrate:

- Respect- showing consideration for all staff, pupils and our community.
- Resilience- never giving up and always giving 100% effort.
- Pride- showing pride in our work, school and of ourselves.
- Challenge- always striving to do more, learning from mistakes and having a determination to succeed.
- Independence- using our initiative, working independently with confidence.



At Brook Primary, all pupils are expected to:

- Use kind hands, feet and words,
- Follow instructions given by all staff members,
- Listen, work hard and strive to do their best at all times.

Amendment: May 2020 – COVID-19 Pandemic:

Under the current Government arrangements for the Covid-19 pandemic, schools may be required to open to more children from June 1st 2020 if the infection rate (R) remains below 1 and the 5 key Government targets have been met. School will also remain open for Key worker children.

To ensure the safety of children, staff and families, necessary Local Authority risk assessments will be in place alongside more specific to Brook safety measures that have been carefully considered. These include:

- Reduced contact between children and staff – group sizes of 15 that will be kept away from other groups
- Allocation of the same staff to a group as far as possible
- Groups to remain in the same classroom throughout the day including isolated, staggered break times and lunch times
- Thorough cleaning - shared resources (if they cannot be individualised), frequent cleaning of surfaces that children touch, including toys
- Ensure frequent hand washing and hand sanitizing
- No use of outdoor equipment

However, School cannot guarantee that the recommended 2mtr social distancing rule can be adhered to at all times.

Behaviour during the COVID-19 phased return to school:

- Behaviour expectations remain high and as this policy states
- Groups of no more than 15 pupils will have staggered break and lunch times to reduce risk of contact and be supervised by their allocated group staff member
- Groups will be given isolated, allocated area of playground for break and lunch time
- Non-contact games only at break and lunch times
- Children WILL NOT use the buddy board or be moved seats in their allocated rooms
- Necessary adjustments should be made by staff for children during the return to school being mindful of children's mental health, especially those with particular needs i.e. SEND, SEMH, welfare concerns
- Behaviour at Tier 1 will be dealt with quiet reminders and looking for positive praise
- Staff may need to intervene and have some physical contact with pupils as a last resort if behaviour is putting themselves or others at risk i.e. fighting, climbing
- If the behaviour is at Tier 2 or above, the head teacher / deputy head teacher will attend the allocated outdoor space or classroom to address the behaviour.
- Behaviours at Tier 2 or above will continue to be recorded on Integris by the allocated group member of staff
- Parents should be called to speak to / collect the child if behaviour continues or children are not adhering to the risk assessments, hygiene rules and therefore putting themselves or others at risk
- Children may be asked not to attend school if behaviour becomes persistently unmanageable
- We reserve the right to send children home if they display behaviour that puts themselves or others at risk due to possibly spreading infection i.e. spitting or biting.

Lunch Time and Break-time Expectations:

- Children must stay in the playground and on view to the duty teacher.
- Children are only allowed on the grass if permission has been given.
- All litter must be placed in bins.
- At the end of play the children stand quietly and still on hearing the tannoy/whistle and move into school calmly when told to do so.
- All children should be outside. Any children remaining inside must be supervised.
- During wet playtimes, teachers should stay with their own class. Non-teaching staff will help to supervise the toilets and cloakrooms.

Expectations – staff:

In order to help children, work towards meeting these expectations staff should aim to:

- Offer a curriculum that enables pupils to engage
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behaviour
- Record (log) negative & positive behaviours (Integris system) when necessary
- Ensure pupils in their class know the class and school expectations
- Communicate effectively with parents in order to improve child's welfare or behaviour
- Be aware of and understand children's rights and responsibilities
- Recognise the individual child's needs.

Parental Involvement

The establishment of an effective working partnership between parents and the school is vital.

Teachers should work with parents:

- establishing a positive working relationship
- by listening, and responding to parental observations and views
- by sharing information with them about their child's progress and behaviour at school
- by supporting parents when there are particular difficulties
- by advising parents and providing information regarding help which is available to them e.g. Psychological Service, welfare services, School Nurse, Counselling Service.

The Governing Body

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the head teacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Special Educational Needs

Children may behave in a disruptive manner if work and expectations are not matched to their particular needs. Teachers should aim to plan a curriculum that meets the needs of all pupils, deploying support and resources effectively. Particular care in planning should be given to address the needs of pupils with SEND. Equally, teachers should be aware of other factors that may affect behaviour such as health/medication, diet, social and family circumstances.

Equal Opportunity

All children should be treated fairly and consistently. There should not be higher or lower levels of expectation for children according to sex, race or ability, although mitigating/particular circumstances will be considered. All behaviour issues should be thoroughly investigated on an individual basis without any assumptions being made.

Rewards

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise / positive written comments
- Recognition of positive action in Golden Book assembly/Pupil of the week award
- Pupil's work is displayed carefully and attractively throughout the school
- Sharing praise of a child with peers/staff/parents/SLT
- Positive entry onto the Integris system
- Parents should be told if their child has worked well or been helpful or co-operative. Letters and certificates can be sent home with children.
- Stickers and/or house points
- Additional responsibilities

Above all, specific praise and encouragement in lessons/lunchtime should be used as much as possible.

Sanctions in Tiers:

Tiers	Example of Behaviours	Possible Sanctions	Comments
Tier 1	Interrupting/calling out/ Silly noises Running inside the school building Not following instructions on first request	Quiet reminder Non-verbal reminders Use of buddy board Change of seating position If no improvement move to tier 2	Praising good behaviour Looking for and commenting on positive behaviours
Tier 2	Persistent stage 1 behaviour Behaviour affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling Rough play	Child sent to another classroom (SLT) Use of buddy board Loss of privileges	Incident / incidents recorded on Integris behaviour log SLT member to speak to child / children 3x Lunchtime behaviour book entries should be entered on the Integris system If no improvement move to tier 3
Tier 3	Persistent stage 2 behaviour Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children / staff	Inform parents Withdrawal of play of lunchtimes Necessary adjustments made to support need	Incident / incidents recorded on Integris behaviour log Head, Deputy or Assistant Head to speak to child / children
Tier 4	Persistent tier 3 behaviour Ongoing Bullying Fighting Racism Violence Very serious challenge to authority Leaving school without permission	Headteacher informed Internal Exclusion – fixed period Meeting with parents ban on representing the school and/or trips outside school*	Incident / incidents recorded on Integris behaviour log Situation to be monitored by teachers, SLT and Headteacher
Tier 5	Persistent tier 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Meeting with parents Exclusion for morning or afternoon may include a lunchtime – fixed period Exclusion for a fixed term	Incident / incidents recorded on Integris behaviour log Situation to be monitored by teachers, SLT and Headteacher
Tier 6	Repeated tier 5 behaviour	Governor disciplinary subcommittee convened. Permanent exclusion from school	

*Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable, they will not be accepted on a trip. The school reserves the right at any time to

withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct. (Tier 4)

Tier 6 may ultimately lead to FIXED TERM OR PERMANENT **EXCLUSION (see appendix 1)**

Bullying:

Bullying is a deliberate act which happens **repeatedly over time** to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. Bullies are not bad, but the behaviour they exhibit is not acceptable.

Bullying, either physical, verbal or cyber (mobile phones/social network websites), in or outside of the school grounds, will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. It is also important that parents and children understand exactly what bullying is, to ensure when real incidents are reported, they can be dealt with effectively.

It is vitally important that teachers listen to and act upon information given by children and/or parents.

They should consult the Head, Deputy or other senior leader in dealing with such problems immediately.

Parents of both bullies and victims will be informed with a view to becoming partners in the solution and reconciliation.

All reported incidents of bullying are investigated and recorded onto CPOMs system.

The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. Support is always offered to the both the 'victim' and 'bully'.

Repeated bullying will not be tolerated and can lead to exclusion.

Parents will be made aware of the school complaints procedure, if they feel a situation has not been dealt with appropriately.

Other:

Subject to the behaviour policy, teachers/SLT may discipline pupils (including the use of exclusion) for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, should be addressed if it:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school e.g. cyber-bullying.

Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Removing pupils from the school site, where it is not an exclusion

Appendix 2: Child Leaving the School Premises

Appendix 3: Powers of Search

Appendix 4: Exclusions:

Appendix 5: Policy on the use of Physical Intervention

Appendix 6: Time out & Withdrawal

Appendix 1: Removing pupils from the school site, where it is not an exclusion

- This may be necessary where a pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a head teacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.
- The pupil is given permission by the head teacher, or person authorised by the head teacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will need to be considered.

Appendix 2: Child Leaving the School Premises

If a child leaves the school premises without permission, staff will follow/monitor the pupil's movements and encourage them to return to school but they will not give chase. Parents will be called to inform them of the situation, if a pupil has not returned to school after 10 minutes the police will be called, if parents cannot be contacted or in consultation with them.

Appendix 3: Powers of Search

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 likely to be, used to commit an offence
- anything that can cause personal injury to, or damage to the property of, any person (including the pupil)
- electronic devices suspected of having data, information or files that have been, or could be, used to cause harm, to disrupt teaching or break the school rules
- mobile phones

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.

- 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.

School staff can search a pupil / bags for **any** item if there is a concern with another adult and the pupil present.

- 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.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search, except where data is deleted from an electronic item that has been confiscated.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Further advice is available in 'Screening, Searching and Confiscation' Advice for Head teachers, Staff and Governing Bodies and Electronic Devices – Searching and Deletion Policy

Appendix 4: Exclusions:

Exclusion will very occasionally be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules, e.g. assaulting a member of staff. However, the Head may also reserve the right to exclude where the health, safety, welfare or education of others is threatened. The school invites parents to attend school immediately after an exclusion to discuss their child's reintegration and behaviour expectations. If they do not attend, this meeting will proceed with the child. Pupils that are found to have made malicious allegations against a member of staff will have breached school behaviour policies. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug
- d) carrying an offensive weapon
- e) serious damage to property or theft
- f) prejudice based intimidation

Schools should consider whether or not to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as social workers.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

The Head has the legal right to exclude children for a maximum of 45 days in a school year in exceptional circumstances. This will only be done when a range of other strategies have been tried but have not been successful in remediating a child's behaviour.

If exclusion becomes necessary, parents will be provided with work to complete in the first five days of exclusion (unless attending alternative provision) and be informed in writing of:

- the reasons for the exclusion;
- the period of a fixed term exclusion or, for a permanent exclusion, the fact that it is permanent;

- parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the governing body to consider the exclusion, whether parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

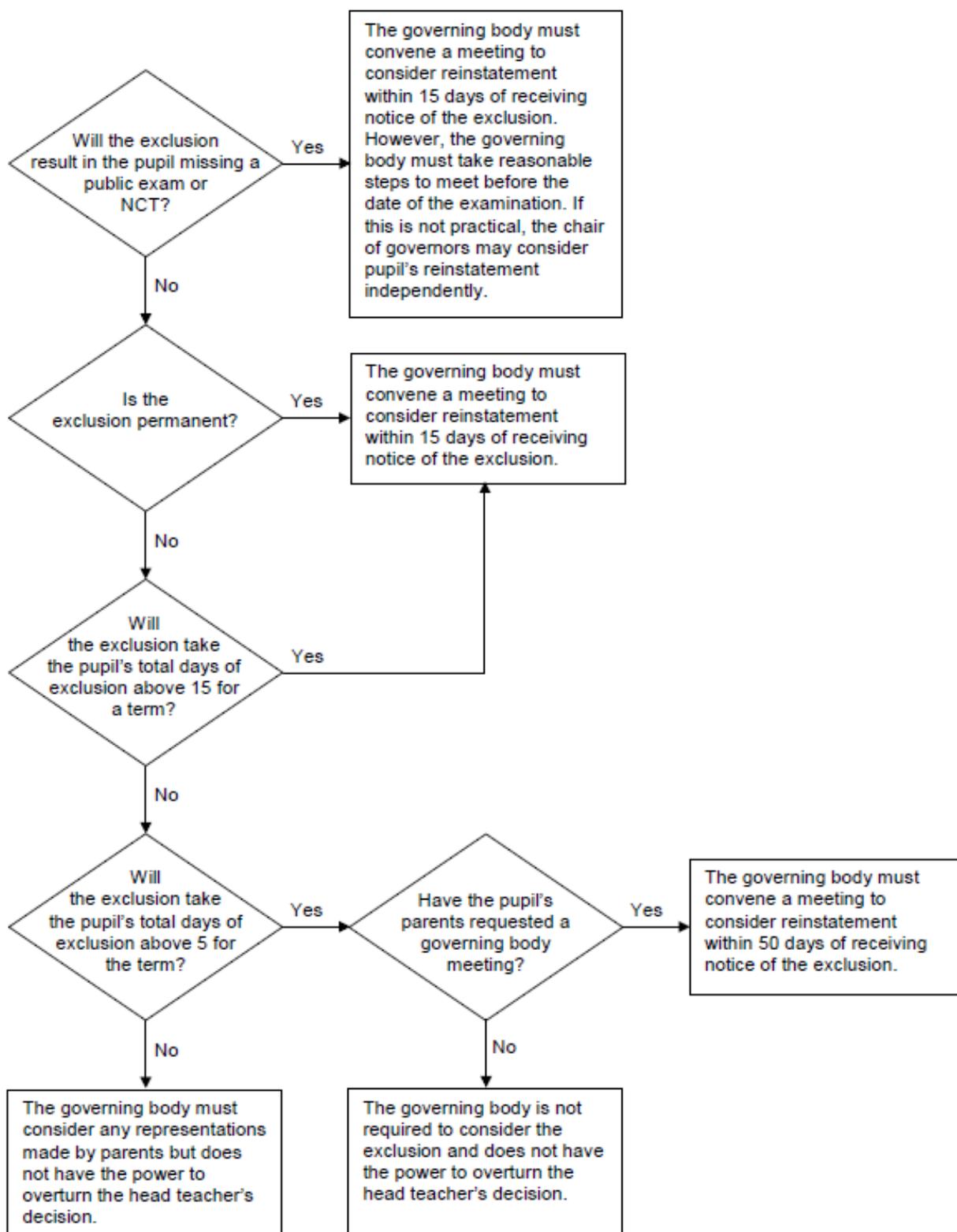
In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it **cannot** direct reinstatement and is not required to arrange a meeting with parents.

Parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. (Please see the chart provided)

If a parent/carer refuses to collect a child from school following the exclusion then the child will be considered to be "legally abandoned" and the school is at liberty to ring social services and ask them to collect the child.

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.

Appendix 5: Policy on the use of Physical Intervention

Brook Primary School has developed an ethos which minimises the need to use force and where the use of physical intervention will only be used in exceptional circumstances as a positive application of force with the intention of controlling a pupil's behaviour in order to protect him/herself or others or preventing serious damage or disruption. Staff with a duty of care operate within exceptional circumstances where it is sometimes necessary to touch, move or hold a child. This may include to stop self-harm, injury to other children, staff and parents, damage to property or an offence being committed. When they do so it should be clear why it is **necessary** and that any actions are in the child's **best interests** and that they are **reasonable** and **proportionate**.

Physical intervention will then only be used as an act of care and protection, not as a punishment, following the advice of Circular 10/98 – Section 550A of the Education Act 1996 and 'Use of Reasonable Force Advice – July 2013'. Copies of which are saved in the Physical Intervention Policy Folder.

1 PRINCIPLES

There are a limited number of occasions when reasonable force may be used to control or to physically intervene with a pupil:

- Where a criminal offence is being committed.
- Where pupils may injure themselves or others.
- Action in self-defence: Everyone has the right to defend him/herself against an attack provided they do not use a disproportionate degree of force to do so.

Reasonable force might be used to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Under the Education Act 1996, the headteacher may authorise all teachers (and other people who work regularly in the school as classroom assistants, caretakers etc) in the school to use reasonable force to physically intervene with pupils.

There is no legal definition of reasonable force, but 3 criteria are established for guidance:

- If the circumstances of the particular incident warrant it.
- The degree of force must be in proportion to the circumstances.
- The age and understanding of the pupil. Gender of staff or pupils would be considered, if relevant.

Only minimum force should be used and NEVER as a punishment.

2 METHODS OF PHYSICAL INTERVENTION

Methods of physical intervention always aim to reflect the best interests of pupils whose behaviour may cause harm. The Head, Deputy and some other staff have been trained in Team Teach.

Generally staff would not be expected to use physical interventions (Team Teach) in and around the main school on a regular basis, but they may occasionally need to intervene, for example:

- physically interposing between pupils
- standing in the way of a pupil
- holding a pupil
- leading a pupil away from an incident by the hand, arm or by gentle pressure on the centre of the back
- in more extreme or complex cases, Team Teach interventions, may be used, notably with pupils with significant behavioural difficulties
- Pupils may need to be directed to a safe place until they calm (e.g. the chill out zone (Learning mentor room or the Head and Deputy's offices)

In exceptional circumstances they may be required to stay there if they are a risk to their own safety, or others or a disruption to the school.

What physical interventions should not be used:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- the 'double basket-hold' which involves holding a person's arms across their chest
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

De-escalation Techniques

The Golden Rules for Physical Intervention using Team Teach (ref Team Teach workbook v.2018) are:

Continue to use Low Level Positive Handling Responses

- Read the body language
- Read the behaviour
- Intervene early
- Communicate – 'Talk and I'll listen'
- Display CALM body language
- Talk low and slow and quietly
- Offer reassurance – including positive physical prompts
- Assess the situation
- Divert and distract by introducing another activity or topic.

Continue to use Medium Level Positive Handling Responses:

- Continue to use Level One de-escalation responses and
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation, consider making the environment safer and getting help
- Guide the elbows towards safety

High level Positive Handling Responses

- Continue to use all the Level one and two De-escalation responses.
- Make the environment safer
- Moving furniture and remove weapon objects
- Guide assertively – hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive not aggressive
- Use Help Protocol to save face by changing face

Examples of situations where intervention may be necessary (High Level Behaviours - ref Team Teach workbook v.2018)

- Shouting and screaming
- Crying
- Damaging property
- Crawling over or under furniture
- Moving towards danger
- Fiddling with electrics
- Climbing trees, roofs or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects which can be used as weapons
- Hurting self
- Grabbing or threatening others

- Hurting others (kicking – slapping – punching)
-

Examples of situations where discipline is compromised that may lead to intervention:

- a pupil persistently refuses to obey an instruction to leave the classroom
- a pupil is behaving in a way that is seriously disrupting a lesson
- a pupil is hurting themselves or others
-

Count Down

When children are refusing to leave the classroom, or another space, they are given the opportunity to reconsider their actions and make the right choices. Staff can give them a countdown from five to leave the situation independently. This must be used very carefully and calmly as some children can react negatively to this strategy. An alternative is to

Appendix 6

TIME-OUT AND WITHDRAWAL

The school is very aware of the 1989 Children’s Act’s comment on the ‘restriction of liberty’ via seclusion. For us at Brook time-out is not a seclusion strategy.

Doors to the school are locked as a safety measure and security precaution in line with our duty of care to pupils, internal door locks are overridden by the fire alarm. Where doors are locked staff are always present and are supervising the pupils.

Time-out may be taken within classrooms or in smaller group teaching spaces/rooms. Children sometimes require time alone to calm and may be able to recognise this themselves, removing themselves from a situation to a quiet place, such as the learning mentor room or a quiet corner allocated in the classroom.

Time-out may be called for by an adult where the child’s behaviour needs to calm/change but they have not been able to recognise this themselves or where a pupil will not follow reasonable instructions, having been warned (e.g. been on the ‘sad side’). Time out may be in another classroom, learning mentor room or the Head and Deputy’s offices.

Use of the Chill Out Zone

Time out can be used where a child’s behaviour is becoming a danger to themselves and/or others or the environment. If a child is hurting others or destroying property they may be directed to the chill out zone in the learning mentor room as it provides a calm and safe space where they can de-escalate.

At these times children will always be able to leave the room at will. In compliance with the 1998 Human Rights Act children will not be locked ‘in a room’. There is no lock on the chill out room door. The door can be closed by the child but there is a window for adults to check their safety. Adults will only close the door momentarily to prevent injury if the child is attacking them.

Time-out in the chill out zone will be closely supervised. It will be recorded if the child is in a highly distressed state and/or closes the door for some time, is violent – damaging property or attempting to hurt staff. Children should be offered a drink as they calm.

A child who needed to be removed due to an aggressive incident may not be allowed to resume contact with staff and pupils involved in the build-up, until an agreed point where they can interact successfully. If this was repeated within a few days advice would be sought from professionals such as our Educational Psychologist and parents would be involved.

Withdrawal is not a punishment or for safety purposes, it is a planned activity where a pupil works away from a full class or their normal group. It requires no physical intervention. Children may work one to one with an adult, or in a pair or three. They may work independently on their own or with another child or children but with an adult’s frequent and close supervision. Withdrawal is to allow a situation or mood to dissipate, to enable a child to concentrate, or to allow for intensive or individualised work with an adult away from the “interest” of other pupils. Withdrawal might follow time-out as a transition back to normal teaching and learning.

4. RISK ASSESSMENTS

Individual risk assessments/behaviour management plans will be completed for pupils with social and emotional or mental health needs that give rise to extreme behaviours and will be reviewed termly or sooner if there are changes to behaviour or an incident.

5. RECORDING

All incidents when Team Teach interventions are used must be recorded as soon as possible. The record will be written by the member of staff involved. The following information should be detailed on the appropriate forms.

- names of pupils involved
- the time of the incident
- the reason for intervention being used
- the place where the incident occurred
- the names of the staff or other adults involved
- names of all witnesses and statements as needed
- a description of the way in which the incident developed
- the pupil's response
- details of the outcomes of the incident including injuries or damage

Parents/carers are told of serious incidents. In such instances, or where physical intervention has not been necessary previously, parents/carers would be informed by letter or phone call.

Post Incident Support

Serious incidents may result in injuries. Immediate action should be taken to provide first aid. These incidents can be upsetting to all concerned, so it is important to ensure that staff and pupils are given external support, if required.

6. REVIEW AND MONITORING OF PRACTICE

Following the recording of the incident the head teacher (or deputy) will:

- read all accounts of the incident
- talk to staff who witnessed the incident
- discuss the incident with the pupil or pupils who were directly involved
- ensure that all concerned are aware of their rights of complaint

Incident records should be kept for a minimum of 10 years. Appendices 1 and 2 show forms to be used in conjunction with this policy. Incident forms will be scanned and uploaded on to CPOMS.

Incident Record Form – Physical Intervention

Details of pupil with whom physical intervention was used – name, class, and any SEN, disability or other vulnerability	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability medical or social reasons	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that physical intervention might be used	
Reason for using physical intervention and description of physical intervention used	
Follow up, including post-incident support and any disciplinary action against pupils	
Any injury suffered by staff or pupils and any first aid and/or medical attention required	
Any information about incident shared with staff not involved in it and external agencies	
If, when and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by	
Name and role	
Date	
Report countersigned by	
Name and role	
Date	

