Behaviour for learning and Anti-Bullying Policy

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Behaviour for learning and Anti-Bullying Policy

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Behaviour for learning

1. Rationale

The development of positive social, emotional and learning behaviours is at the heart of The Meadows Primary School's Behaviour Policy. We believe that behaviour is a communication of need and we recognise the significance of supporting children to develop positive behaviours.

2. Purpose:

This policy sets out the behaviour expected of children and staff and supports adults in modelling high standards across the school. It explains how positive behaviour will be recognised and how behaviour that does not follow school rules will be managed using a range of strategies.

3. Aims of the behaviour policy:

- To develop a sense of belonging in our school community.
- To use a restorative approach at the core of our whole school ethos and across our whole setting.
- To enable pupils to experience challenges and succeed in their learning.
- To become independent and enthusiastic learners with a willingness to take risks.
- From the earliest opportunity, pupils will be encouraged to accept and celebrate others' differences regardless of age, gender, race, ability and disability, to make good choices and take responsibility for themselves in society.
- Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school.
- To develop children who are able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.
- To provide a safe and caring environment which enables effective learning.
- To provide clear guide for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach.

4. Behaviour Policy Principles

At The Meadows Primary School, we believe that positive behaviour helps everyone learn and feel happy and safe. We all try our best to make good choices, take responsibility for our actions, and help others do the same.

Our school values are Honesty, Kindness, Respect and Self-Belief. These values underpin our school's three simple rules: **Be honest, be kind and be respectful**.

These can be applied to all situations and are taught, practised, and modelled in all areas of school life. Behaviours in line with these values are recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

- **Key principles of our approach**
  - Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
  - Behaviour is a form of communicating need.
  - We take a non-judgemental, curious and empathic attitude towards behaviour.
  - We put relationships first.

- We maintain clear boundaries and expectations around behaviour.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and
  young people are within their control.

- Encouraging parental engagement and involvement is crucial when addressing and planning support
  for children and young peoples' SEMH needs.

- A whole education setting approach to achieve authentic inclusion and wholehearted learning.
- This guidance emphasises that the social, emotional, and wellbeing needs of everyone should be central to The Meadows setting, providing a strong foundation for access to learning.



Our aim is to give support and opportunities for children to regulate and use an appropriate strategy. Action is taken to calm a situation down before the unexpected behaviours are addressed. These strategies can come from the following:

- Thrive approaches - https://www.thriveapproach.com/about-thrive/the-thrive-approach
- Zones of regulation strategies - https://zonesofregulation.com/wp-content/uploads/2024/06/Zones-Start-Up-Guide_2024-4-1.pdf
- Providing children space to regulate (if safe to do so)
- Change of face or space – swap adults or move to a different area of the school/activity.

5. Inclusion statement

At The Meadows, we promote equality and meet the individual needs of all children, recognising that behaviour and provision are closely linked. Adaptations and targets are outlined in individual learning plans to support progress and help pupils reach their potential. We are committed to ensuring that all pupils from disadvantaged backgrounds are fully included and supported, with barriers to learning identified and addressed through targeted provision. SEND needs and emotional development, informed by the Thrive approach, are considered when applying this policy, including any escalation of sanctions.

6. Expectations and Responsibilities

Responsibilities of our staff

- Take time to welcome children at the start of the day and after lunch.
- Never walk past or ignore students who are failing to meet expectations.
- Always redirect children by referring to our Meadows Promise.
- Regularly celebrate children whose efforts go above and beyond expectations.
- When negative behaviour is observed or reported, respectfully address the child and any other children involved privately, using consistent and scripted language to allow a restorative conversation immediately (or at the appropriate time), ensuring the children feel supported.
- Use the Thrive VRFs (vital relational functions). The four key ones being: Attune, validate, containment, regulate.
- Use restorative questions for reflection such as: **“Help me understand”, “I wonder…”, “I notice/I imagine that…”, “Talk me through this and I will listen”,** and **“I am here to help you”.**

Responsibilities of the Headteacher and Senior Leadership Team

The Headteacher and members of the Senior Leadership team are also expected to:

- Be a visible presence around the school
- Encourage use of positive praise for children who go above and beyond, phone calls/postcards and certificates
- Provide clear induction to staff and children on our behaviour policy and approach.
- Ensure staff training needs are identified and targeted.
- Support teachers in managing children with more complex or challenging behaviours

All our staff will:

- Purposely and persistently notice students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Review the expectations of our school values (Respect, Kindness, Honesty and Self-belief) so children are clear what this looks like in practice.

Responsibilities of the children

The children are expected to:

- Respect the school and everyone in our community.
- Follow The Meadows Promise at all times:
  this includes during breakfast club, learning time, playtimes & after-school club.

We expect children to show these visible consistencies through:

- **Lovely Lines** when moving around the school and after playtimes. Lovely lines are straight, orderly, quiet and walk one behind each other.
- **Wonderful Walking** when moving around inside the school building. This makes sure everyone is safe.
- **Smart Presentation** in our class environments, our cloakrooms and in our uniform. WE also always make sure we present our work smartly, adhering to the expectations of work in our books.

Responsibilities of the Parents and Carers

At The Meadows Primary School we believe that positive behaviour is best achieved through a strong partnership between home and school. We ask parents and carers to support our behaviour for learning policy by:

- Supporting the school by reinforcing the school values at home.
- Encouraging children to take responsibility for their actions and understand the impact of their behaviour on others.
- Ensuring regular attendance and punctuality, so children are ready to learn and fully engage in school life.
- Promote positive attitudes to learning, and supporting children with homework and school responsibilities.
- Communicating openly and respectfully with school staff about any concerns, changes in circumstances or issues that may affect a child's behaviour or wellbeing.
- Parents and carers are expected to model respectful behaviour and to treat staff, other parents and carers with courtesy and consideration, supporting the school's values by cooperating with staff to promote a safe and positive environment for all pupils.

Lunchtimes and breaktimes

In the dinner hall, children should:

- Line up quietly, be polite when receiving their meal and follow any directions from adults in charge.
- After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground.

On the playground, children are expected to:

- Respect the authority of the adults on duty in the same way that they would with the teaching staff.
- Follow the playground rules and inform a Lunchtime Ranger if they have been hurt, or need support.
- Respond to the whistle and stop for further instructions.

The adults on duty are responsible for ensuring that all children are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

7. Rewards for recognising positive behaviour:

House Points:

Children can be given a house point by any adult in the school for: good manners, effort, behaviour, achievement etc. There must only ever be one house point given at a time. The class count up the house points to identify the winning house for their class and this is recorded as a tally chart on the hall board in celebration assembly. The termly house winners get a reward at the start of the next term. House Captains are selected as role models in our school and help support adults in celebrating excellence that we see.

Postcards/notes home:

Teachers have a praise pad so that notes or postcards can be sent home to recognise children's efforts.

Certificates:

Certificates will be awarded weekly in celebration assembly, linked to our Meadow's Promise. This will be for excellent learning or demonstrating our values. Only one certificates should be awarded by each class every week. Support staff can give out a 'Wow' certificate for any children they feel are going above and beyond expectations. These are handed out in assembly each week.

Afternoon Tea for Above and Beyond Behaviour:

The Headteacher invites children to a long-termly celebration of their above and beyond behaviour. This is an afternoon tea with nominated children.

8. Responses to negative behaviour in the Foundation Stage and Year 1

EYFS behaviour Ethos:

In the Early Years, we understand that young children are still learning how to behave and express their feelings. Our approach is kind, calm, and supportive. We help children learn right from wrong by setting clear routines, talking through choices, and modelling positive behaviour. Mistakes are seen as part of learning, and adults are always there to guide, reassure, and encourage children so they feel safe, happy, and confident as they grow.

At The Meadows Primary School, we will:

- Develop strong, nurturing and supportive relationships with children to enable them to learn how to understand their own feelings and those of others.
- Support children in managing their emotions, develop a positive sense of self, set themselves with simple goals, have confidence in their own abilities, to wait for what they want and direct attention as necessary.
- Model and guide supported interaction with other children, so they learn how to make good friendships, co-operate and resolve conflicts peacefully.
- When necessary, move a child to a different place if they are causing injury to another child/children/staff. The child will have an instant time out for a period of time if they need time to regulate with a supportive adult 1:1.
- Talk to the parents/carers for persistent negative behaviours or a serious incident. This will be a member of the team or the Headteacher where appropriate.

Year 1

In Year 1, Staff will continue to encourage children to learn from right from wrong and set clear routines, talk through choices and model positive behaviour. Responses to negative behaviour in Year 1 will be:

- A positive approach will be made to negative behaviour by promoting our school values and recognising expected behaviour.
- The adult will respond verbally, E.g. ‘This is your warning for calling out’.
- The adult may choose to move a child to a different place if the behaviour continues.
- The child may need to miss the next playtime/ or 15 minutes of dinner time if behaviour still continues.
- The teacher will talk to the parents/carers for persistent negative behaviour or a serious incident.
- The headteacher may choose to speak to the child or the parent.
- From Term 5, Year 1 will follow the ‘level System’ and will be guided through this system with care and clear expectations.

9. Supporting unexpected behaviours

Unexpected behaviours are ones that do not adhere to The Meadows Promise. This is when children stop themselves or others from learning or do not represent our school values. Our aim is to support the children and offer opportunities to regulate their behaviour by use of an appropriate strategy.

In most cases, unexpected behaviours can be addressed through the application of a clearly defined behaviour intervention strategy as outlined below – We refer to this as the 'Level System':

Level	Examples of unexpected behaviours, but not limited to:	Useful Language	Consequence / sanction
Warning	• Disturbing their own or others' learning. • Failure to comply with instruction. • Refusal to do work. • Not following expected routines. • Calling out. • Not looking after resources.	This is a reminder that you need to be (honest, kind, respectful) This is your warning I wonder… I notice… I imagine…	A Level 1 will incur if continuation of these behaviours is shown
Level 1	• Continuation of 'Warning level' behaviours. • Not engaging in strategies to support from the warning. • Not being honest	Verbal reminder(s) with reference to the school rules and values. Reminding them of the behaviour principles that are expected.	Teacher to have a restorative conversation at the next break if behaviour changed to become positive. If behaviours do not change, child will move to a level 2 (time out)
Level 2 having a 'time out'. This will usually be part of/all of the next break time. CPOMs record by teacher Teacher to feedback to parent/ carer	• Continuation/persistence of level 1 behaviours. • Intentionally being unkind, teasing, provoking others… • Shoving/pushing/poking. • Disrespect of school property (kicking chairs, shoving objects on the floor...) • Unsafe play (hiding, putting themselves or others to the point where injury may occur) • Using inappropriate language • Misuse of toilets/wash area.	I have noticed you have chosen to (noticed behaviour) after already having (warning / level 1). You will now miss 15 minutes of lunchtime. or I have noticed you have used language that we do not use in school/ you are speaking aggressively to others so need to go straight to reflection time without any warnings. We will speak about this at xxxx time.	Repair conversation to be had between adult and child. On return the teacher has a private restorative conversation. **If a child incurs three level 2s in a week, they will miss the whole of lunch on the next day with a member of SLT. Class teacher to have conversation with parents/carers.***
This cycle of behaviour should reset back to 'warning' at the start of the next session. (cntd>>>)			

*Class teacher to hold a meeting face-to-face or on the phone to investigate why these behaviours are ongoing and what support may needed.			
Level 3 Period of reflection time with SLT CPOMs record by teacher & actions recorded by SLT	• Continuation/persistence of unsafe/inappropriate behaviours. • Discriminatory comments • Intentional harm/threat with body or use of dangerous objects. • Targeted inappropriate language or intentional aggressive behaviour that has caused harm. If these behaviours are shown, children will be moved straight to level 3 and will skill the previous levels.	**Repair questions:** 1. What happened? 2. What were you thinking or feeling at the time? 3. What have you though since? 4. How did this make others feel? 5. Who has been affected and how? 6. How could we do things differently next time?	Alternative provision for a period of time with a member of SLT. SLT talk to parent at end of day/telephone parent. If necessary, a meeting should be arranged to make a plan of support. Sanction/consequence only to be given when child is regulated. Restorative conversation to be held between adult and child with support from pastoral or SLT if necessary. Repair questions/problem-solving approaches that could be used. *See appendix 1a - 1d.*
Level 4 CPOMS record by SLT	• Deliberately dangerous or unsafe behaviours • Verbally abusive towards peers and/or adults • Physically abusive towards peers and/or adults. • Continuation of (in 1 day) of some level 3 behaviours.	De-escalation and distraction strategies used to re-regulate a child. Space given if necessary and monitor safety form a distance. Repair questions used when child is calm. Sanctions only given when child is regulated.	In agreeance with the Headteacher, alternative provision (removal from class) for an (am/pm) and a letter home to parents Or A suspension at home depending on severity of behaviour. Children's additional special educational needs will be taken in to account when making a decision on removal from class/suspensions so this may not be the same sanction for all similar incidences.

10. Persistent negative behaviours

- The teacher will make contact with the parents/carers.
- Regular level 2's may lead to children not being allowed to represent the school in sport/music but will be allowed to come to training/clubs, unless deemed as unsafe.
- Whilst off-site educational visits are seen as a valuable learning opportunity, teachers making risk-assessments will have to take into account child's behaviour when deciding whether they can be included.
- A member of SLT will phone or request a meeting with parents.
- Investigation with SENCO/SLT/Pastoral lead and outside agencies on reasons for underlying persistent behaviour.

*Persistent is defined as five or more level 2 behaviours or three or more level 3+ behaviours over a four-week period (term time).

Where persistent undesired behaviours are shown, a member of SLT (usually the phase group leader in the first instance) will contact home to discuss what will be done to support their child's behaviour in school and how we would like parents/carers to support at home.

Daily check-ins will happen with the child to celebrate success, or discuss any undesired behaviours should they have occurred. This support will last for two weeks. If, after two weeks, behaviour has improved in line with what we expect then we will update parents/carers to celebrate their child. If we do not feel behaviour has improved significantly, then we will inform home and check- ins will occur with the head teacher until we are satisfied that the child is showing desired behaviours.

11. Extreme Behaviours (In all year groups)

Children feeling safe

Some children exhibit particular behaviours based on adverse 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 skillful staff to build relationships with each individual child. These children will have bespoke Individual Behaviour Plans and/or Individual Risk Assessments that can be found in Appendix 2 and 3.

When dealing with an episode of extreme behaviour, a child may need to be intervened with physically if they or another person is unsafe. This will only be used as last resort. Where possible, physical intervention will be by staff who have qualifications in 'Team Teach' training which is an approved training programme for physical restraint in extreme cases, but any staff member can use reasonable force to protect others' or their own safety. See Appendix 4.
The school will record all serious behaviour incidents on CPOMS and any restraints using the form in our incident record book.

Fixed-term suspensions will occur following extreme incidents at the discretion of the Headteacher or Assistant Headteacher (in consult with the Headteacher). A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour and can't re-regulate to do this in school.

- 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.

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.
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 this.

12. Physical Attacks on Adults

At the Meadows Primary School, we take incidents of violence and threat 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 and should call for support where needed (see Appendix 4).

As stated, where possible, only staff who have been trained in 'Team Teach' should physically intervene/handle a child but any staff member can use reasonable force to protect their own or others' safety (See Appendix 4)

All staff should report incidents directly to the Headteacher or Assistant Headteacher and they should be recorded on CPOMS. 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. Exclusions will only happen once we have explored different strategies and support for the child and have created a plan to support this child's behaviour.

13. Seclusions and Fixed-term suspensions

Where a child is removed from the classroom as a disciplinary measure, they will be supervised in an appropriate area of the school. The pupil will be provided with appropriate school work to enable them to continue accessing their education during the period of removal. Where appropriate, support will also be provided to help the child reflect on their behaviour and prepare for a successful return to the classroom.

The length of any removal will be proportionate to the circumstances and the individual needs of the child. The school will consider any relevant SEND, safeguarding or other additional needs when determining and reviewing the use of removal.

Where a child receives a suspension and is required to remain at home, the school will set and mark appropriate work for the first five school days of the suspension. This may be provided electronically, for example through Seesaw, or as a printed work pack. Where a printed pack is required, arrangements will be made with parents/carers for its collection. Where a suspension lasts for more than five school days, the school will arrange suitable full-time education from the sixth school day, in accordance with statutory guidance.

Following a suspension, the school will support the pupil to reintegrate successfully into school. A reintegration meeting will normally be arranged with the pupil, their parent/carer and the Headteacher or another appropriate member of the Senior Leadership Team.

Where possible, this meeting will take place before the start of the school day on which the pupil returns. The purpose of the meeting will be to welcome the pupil back to school, reflect on the circumstances that led to the suspension, identify any support that may be required and establish clear expectations for a

successful return. A parent/carer's inability or unwillingness to attend a reintegration meeting will not prevent or delay the pupil's return to school following the end of the suspension.

14. Permanent Exclusion

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

- Long term misbehaviour where the child is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- 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 and the Academy Trust leaders before this decision is taken. Parents/Carers have the legal right to challenge and appeal a permanent exclusion from school. You must first state your case to the Academy Trust leaders, and if they uphold the decision, you can escalate the appeal to an Independent Review Panel.

15. Use of mobile phones and smart devices

The Meadows Primary School is committed to providing a safe, calm and focused learning environment. In line with current Department for Education guidance and safeguarding expectations, pupils should not have access to mobile phones or personal smart devices during the school day.

Expectations

- Children are discouraged from bringing mobile phones or smart devices to school.
- A mobile phone may be brought to school only where there is a genuine need, for example where a child travels independently to and from school or where specific family, medical or safeguarding circumstances have been agreed with the school.
- Any mobile phone brought onto the school site must be switched off immediately upon arrival and handed to the class teacher for secure storage.
- Mobile phones must not be used by children anywhere on the school site during the school day, including before school, breaktimes, lunchtimes or after school while children remain under the school's supervision.
- Children must not use mobile phones or smart devices to take photographs, record audio or video, access the internet, use social media or send messages whilst on the school site.
- Smart watches with communication, internet, camera or recording functions must be treated in the same way as mobile phones and must not be used during the school day.

Responding to breaches

Where a child is found using a mobile phone or smart device in breach of this policy:

1. The device will be confiscated and stored securely.
2. The device may be returned to a parent or carer rather than directly to the child.
3. School staff will investigate any safeguarding concerns if arising from the misuse of the device.
4. Repeated breaches will be managed in accordance with the school's Behaviour for Learning Policy and may result in additional sanctions being applied.

Exceptions

Reasonable adjustments and exceptions will be made where required to support children with medical needs, disabilities, SEND requirements or specific safeguarding arrangements. These exceptions will be agreed on an individual basis with parents/carers and the headteacher/relevant professionals.

Rationale

These expectations support:

- High standards of behaviour and learning.
- Positive social interaction during the school day.
- Online safety and safeguarding.
- The reduction of distractions that impact learning and wellbeing.
- The prevention of bullying, inappropriate communication and misuse of technology.

16. Application

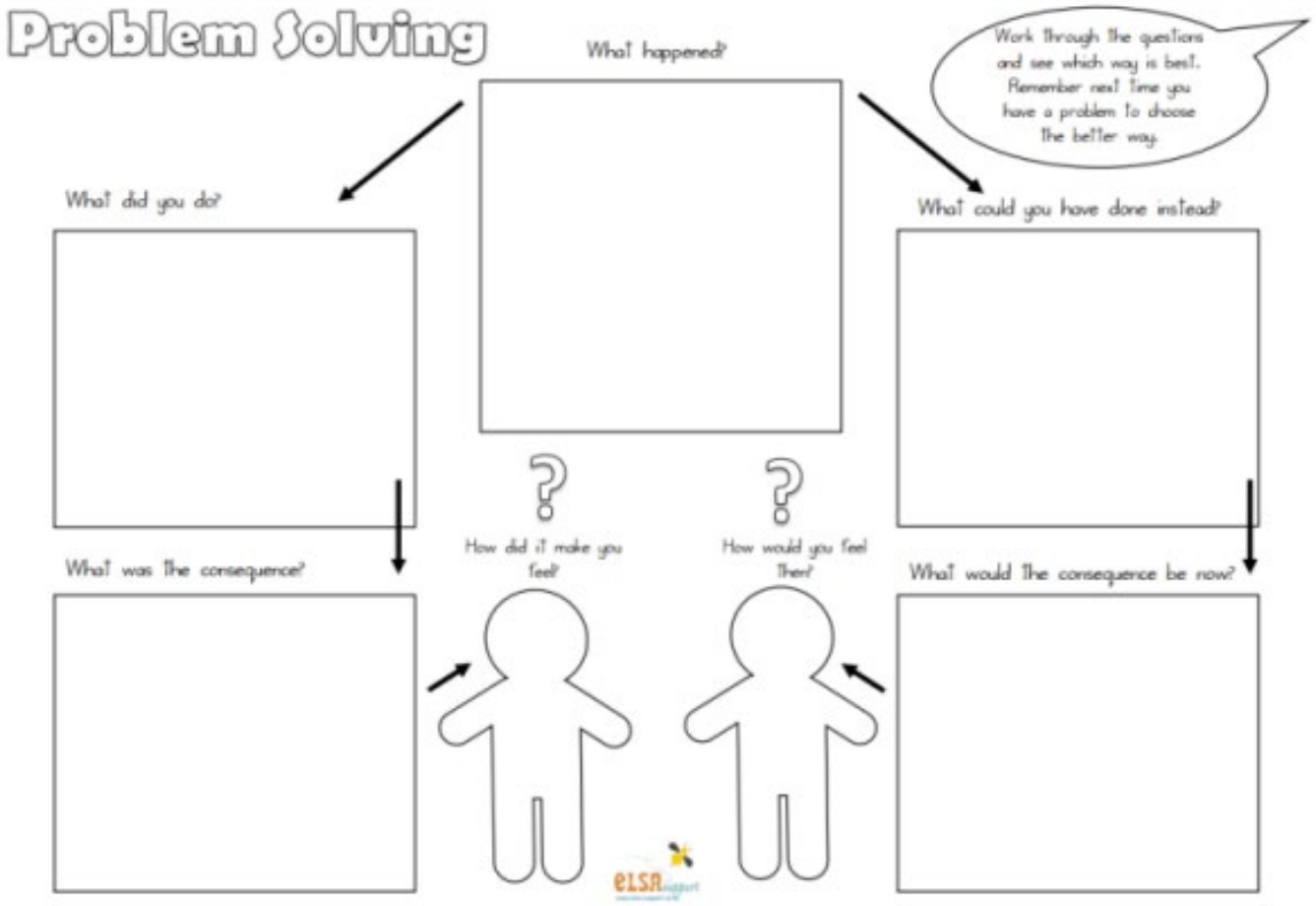
This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.
There may be occasions when adaptations may need to be applied e.g. swimming pool or school trips, but the same principles of promoting good behaviour through the policy will always apply.

Appendix 1a: *Repair questions during restorative conversations. These can be attached to staff lanyards.*

1. What happened?
2. What were you thinking or feeling at the time?
3. What have you though since?
4. How did this make others feel?
5. Who has been affected and how?
6. How could we do things differently next time?

Appendix 1b: *Problem-solving approaches that can be used a restorative tool with child/children and adults.*

***ELSA**



Reflect and Reset

What happened?

How were you feeling?



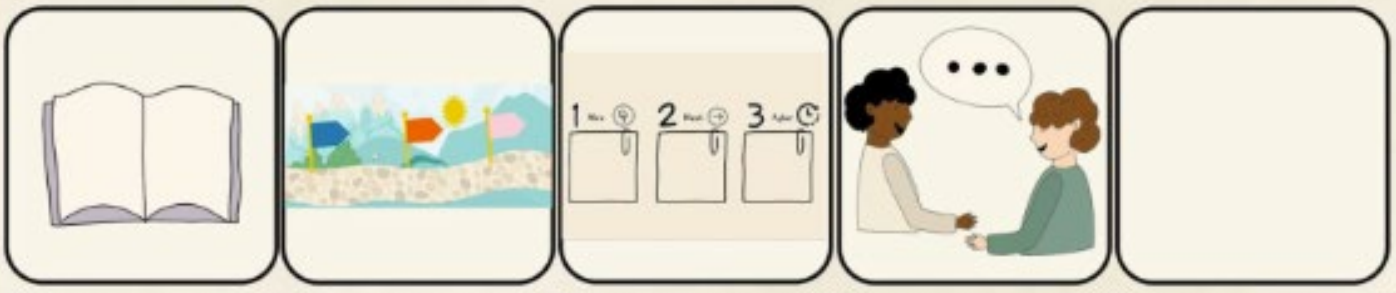
Low energy → High energy

What was the impact of your choice?



I stopped myself from learning | I stopped others from learning | I feel sad | I have made others feel sad

What can we do now?



Finish my work | Create a pathway together | Try a Now, Next, After | Talk to someone | Something else

Reflect and Reset

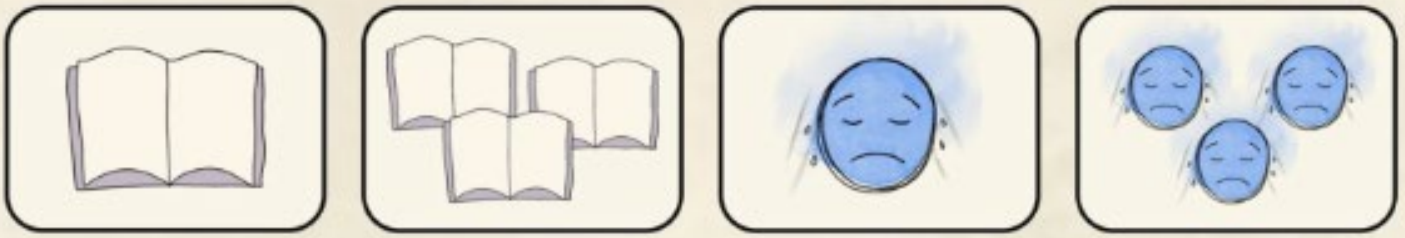
What happened?

How were you feeling?



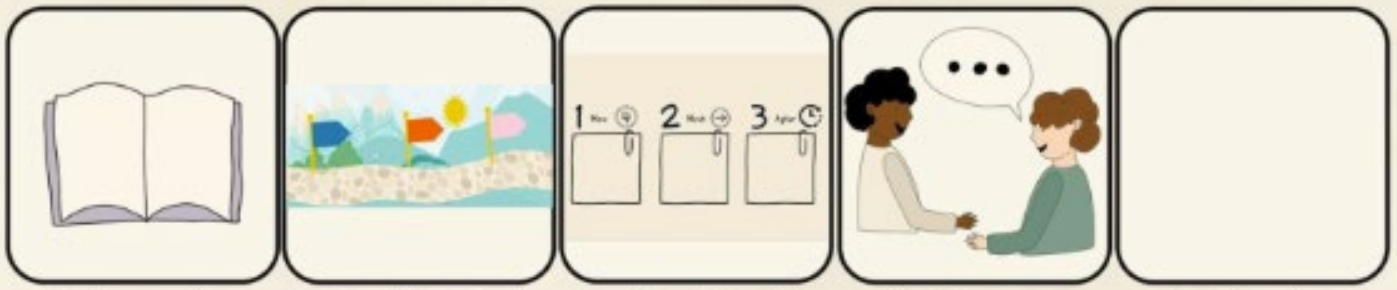
Angry | Confused | Scared | Frustrated | Something else

What was the impact of your choice?



I stopped myself from learning | I stopped others from learning | I feel sad | I have made others feel sad

What can we do now?



Finish my work | Create a pathway together | Try a Now, Next, After | Talk to someone | Something else

Appendix 2 – Individual Behaviour Plan

Behaviour Plan

Child's name: Date of initial plan: Review Date:

Known triggers:

Stage	Behaviours exhibited	Helpful strategies	Unhelpful strategies
1 – When starting to become anxious/dysregulated			
2 – Crisis			
3– Recovery			
4 – Reintegration			

Ongoing support and intervention:

Appendix 3: Individual Risk Assessment

SEND Individual Pupil Risk Assessment

This risk assessment template aims to identify and assess all aspects of risk relating to a CYP individual needs. This process will support leaders and school staff in planning to mitigate risk and make provision to fully include a CYP in all aspects of school life. It should be preceded by a conversation with the CYP and their parents/carers (see My Support Plan, section 6.2) as part of the co-production process. Any worries or issues identified by the CYP or parent/carer should be reflected in this risk assessment. Schools should carry out an initial accessibility audit for the CYP and then regularly update this risk assessment to ensure any new risks or changes in need are well planned for.

Related documents (please tick any relevant documents)	
☐ My SEND Support Plan (section 6.2 of toolkit) ☐ Personal Needs Plan (section 6.18 of toolkit) ☐ Annual review documents (section 6 of toolkit) ☐ Individual Accessibility Audit completed on entry of child with SEND (section 6.16 of toolkit) ☐ EHAP (where appropriate) ☐ CP/CiN Plan (where appropriate) ☐ PEP for Looked After Children (where appropriate)	☐ Safeguarding and Child Protection Policy ☐ Health and Safety Policy ☐ Medical Needs Policy ☐ Administration of Medication Policy ☐ Risk Assessment Policy

Risk rating		Likelihood of occurrence		
		Probable	**Possible**	**Remote**
Likely impact	**Major** Causes major physical injury, harm or ill-health.	High (H)	H	Medium (M)
	Severe Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor Causes physical or emotional discomfort.	M	L	L

Area for concern	Risk rating prior to acti on H/M/ L	Recommended controls – actions to mitigate against risk	In place ? Yes/N o	By whom ?	Deadline	Risk rating followi ng action H/M/L

Name of Child:	**Assessment conducted by:**	**Role:**
Date of assessment:	**Review interval:**	**Date of next review:**
Signed by CYP:	**Signed by Parent/Carer:**	**Signed by School:**

Appendix 4

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 and other adults in school e.g. unpaid volunteers or parents accompanying students on a school trip, have a legal power to use reasonable force.

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. A medical check will be carried out after any physical intervention when the child is regulated. A parent or carer will be contacted within 24 hours of the intervention.

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.

Physically intervene with 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 on CPOMS and any restraints using our incident log book.

Anti-Bullying

1. Definition:

At The Meadows Primary School we accept the following as a definition of bullying:

Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away ***and keeps on doing it***, making you feel frightened and/or unhappy. Bullying behaviour is explained to the children as **S**everal **T**imes **O**n **P**urpose (**STOP**). In addition to this, children are taught to **S**tart **T**elling **O**ther **P**eople (**STOP**) if they feel they are being bullied.

It can be:

Physical - hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, unwanted touch etc.

Verbal - name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.

Emotional/psychological - excluding someone from a group, humiliation, creating a feeling of danger.

Racist - insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.

Sexual - sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

Homophobic - insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.

Electronic/Cyber - bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites.

Bullying is the abuse of power by one person or a group over another.

Bullying can be fuelled by prejudice. Prejudiced behaviour can be homophobic, transphobic, racist, targeted at faith, sexist and disablist.

All of the types of behaviour listed above are unacceptable and will not be tolerated at this school. The Meadows Primary takes bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

2. Aims

The Governors and staff at The Meadows Primary School believe that bullying damages the way people feel about themselves, lowers self-esteem, increases fears for safety and may affect their lives as they grow up. It is an aim for everyone to:

- Have friends
- Feel safe
- Feel able to trust one another
- Not be scared to come to school
- Expect people to be kind
- Not be made fun of
- Not be made to feel sad

3. Legal Framework

This policy is informed by, and should be read in conjunction with, the following statutory and non-statutory guidance:

- **Education and Inspections Act 2006 (Section 89)**, which requires schools to have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.
- **The Equality Act 2010**, which places a duty on schools to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between those who share a protected characteristic and those who do not.
- **Department for Education: *Preventing and Tackling Bullying* (July 2017)**.
- **Keeping Children Safe in Education** (current statutory guidance).

This policy supports the school's Behaviour Policy and Safeguarding and Child Protection Policy and should be applied in line with these documents.

4. Anti-bullying measures

The following measures will be taken to create a culture where mutual respect and high self-esteem combat bullying:

i. The **S**everal **T**imes **O**n **P**urpose slogan is shared with children at all ages.
ii. Explicitly taught PSHE units using the Jigsaw scheme which address peer relationships, racism and homophobia, and bullying.
iii. An annual Anti-bullying week and regular references in assemblies to respecting others.
iv. Combating cyber-bullying is taught in the computing scheme of work, through whole school Safer Internet Day annually and regular assemblies.
v. An annual pupil survey where behaviour and anti-bullying will feature in the questions to pupils.
vi. The work of the School Council in bringing pastoral concerns to the attention of the SLT.
vii. CPD on identifying and combating bullying for all staff.
viii. Behaviour policy, child protection/safeguarding policy and procedures, SEN guidelines and school aims.
ix. Equalities Team review and plan actions related to protected characteristics and ensuring representation of our diverse world.

5. Procedures to follow

The following, consistent stepped approach should be used when investigating allegations of bullying:

1. As children have been made aware of the **S**everal **T**imes **O**n **P**urpose slogan, they understand that they should ask for it to **STOP** as the first action. The second action is to **S**tart **T**elling

Other **P**eople so that adults are aware of the situation.

2. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been upset by a breach in the **Meadows Promise**, which can be dealt with in accordance with the school Behaviour Policy.

3. Once an incident of bullying has been established, a clear account of the incident/s will be recorded on CPOMS and reviewed by the Headteacher / Assistant Headteacher. Records are held securely and confidentially. Information will be shared appropriately and proportionately, on a need-to-know basis, in line with safeguarding requirements, data protection legislation and professional judgement. Parents and carers will be kept informed where it is appropriate to do so.

4. The Headteacher / Assistant Headteacher will use the "Method of Shared Concern' (Appendix 1) to attempt a resolution where the "bully or bullies" empathise with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator needs to alter their behaviour patterns. Parents/Carers will be informally informed at this point, usually by phone, to reassure them that the matter is being resolved.

5. Should further incidents occur, all children involved will then be re-interviewed and the parents of both parties informed. Should conflicting reports of the incident be reported, the Headteacher will determine what has occurred on 'the balance of probabilities'. At this point, sanctions may be applied to the perpetrator/s in line with the school's behaviour policy.

6. The school will review this policy annually and assess its implementation and effectiveness. Bullying incidents will be monitored through CPOMS to identify patterns, trends and any groups of pupils who may be at greater risk. Findings will be used to inform staff training, curriculum provision and preventative work.

6. Safeguarding Considerations

Bullying may, in some cases, constitute a **safeguarding concern**. Where bullying involves:

- Sexualised language or behaviour
- Child-on-Child abuse
- Sexual harassment or sexual violence
- Physical violence
- Coercion, intimidation or threats
- Persistent or severe emotional harm

It will be managed in line with the school's **Safeguarding and Child Protection Policy** where appropriate and the guidance set out in *Keeping Children Safe in Education*.
In such cases, concerns will be shared with the Designated Safeguarding Lead (DSL) and appropriate action taken, which may include referral to external agencies.

7. Cyber-bullying and Incidents Outside School

The school recognises that bullying can occur outside the school premises, including online. Where cyber-bullying impacts a pupil's safety or wellbeing, the school will take appropriate action in line with this

policy and the Behaviour Policy.
In serious cases, or where there may be a criminal element, the school may work in partnership with parents/carers, the police or other relevant external agencies to ensure pupils are kept safe.

Appendix 1 - *Method of shared concern*

Phased approach: Conflict is most easily resolved when the people in conflict have a sense of a long-term future together.

Phase 1: individual meetings to reach agreement that the pupil concerned is unhappy in school and agree individual action plans. Notice to STOP given to the perpetrator/s. Phone call to victims' parents to outline actions being taken and contact parents/carers of all children.

Phase 2: A week later. Follow up to find out about effectiveness of individual action, to celebrate success and, if appropriate, set new targets. Inform staff of concerns and actions in place.

Phase 3: 2 weeks later – meet pupils individually or as a group (if appropriate) to determine long term changes. If still concerns, contact parents of both parties to follow up with next step actions and plan to meet again with pupils and parents 4 weeks later to ensure success of actions. If it is still not successful move to Phase 4.

Phase 4: Put additional measures in place that may include separation of individuals and increased supervision.